

THE MAGAZINE OF

BETTER SCHOOL

ADMINISTRATION

The Nation's Schools

MAY 1951 Organized attempts to control curriculum • Community
approves teaching of controversies • Advantages of one-story
school • Rehabilitating furniture • Transportation
research • Poll on draft and U.M.T. • Getting rid of poor relations

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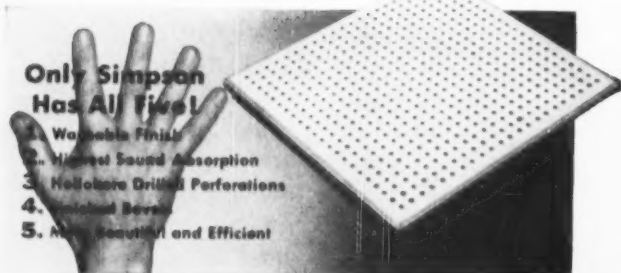
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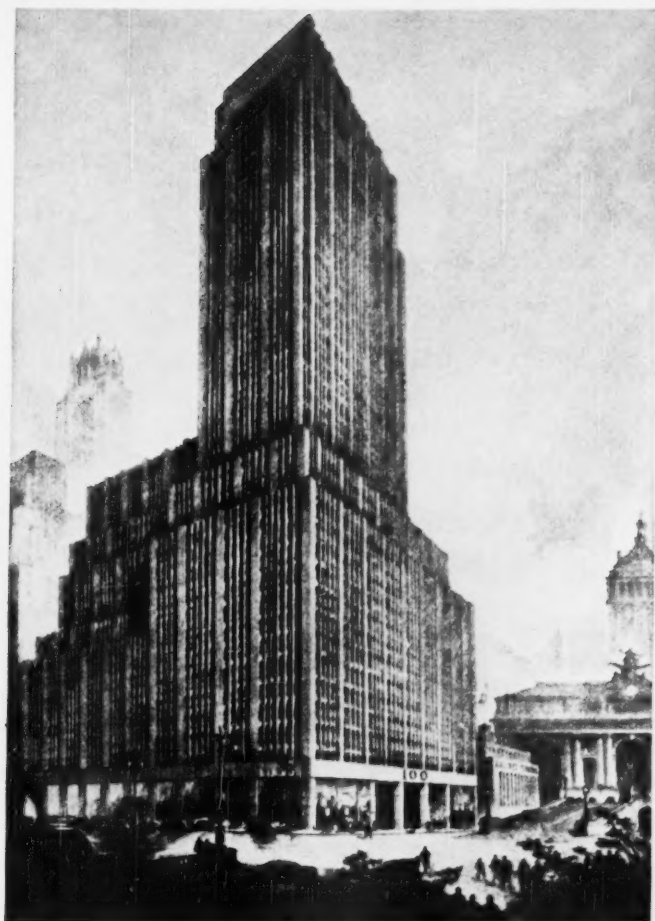
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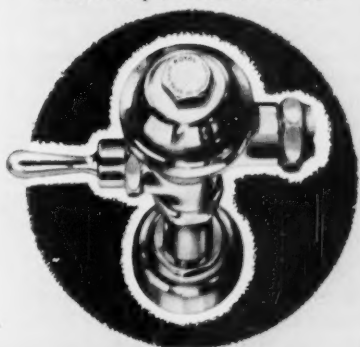
ONCE THE RENDEZVOUS OF GAIETY AND WIT

Oldtimers who now enter 100 Park Avenue may recall names and events which brought much fame to New York's grand old Murray Hill Hotel, but memories of those fabulous times are quickly forgotten in the presence of integrated architectural beauty and modern business home efficiency.

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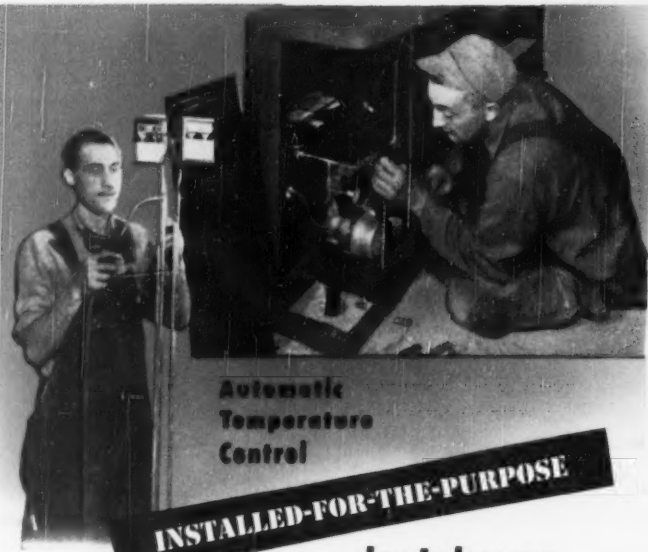
Benjamin Franklin Junior High School, Des Moines, Iowa — This modern building is divided into three control zones permitting heat in non-occupied sections to be reduced while occupancy temperatures are maintained in the balance of the building. One hundred fifteen Johnson *Dual Room Thermostats* completely control the temperature of each room automatically. Proper ventilation is provided by six systems.



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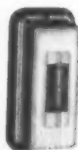
Stemmers Run Junior High School, Stemmers Run, Md. — Johnson *Dual Thermostats* provide the answer for heating only occupied rooms without the necessity of separate mains. Seventy-five *Dual Thermostats* operating Johnson valves permit a suitable occupancy temperature in classrooms which are in use, while a reduced temperature is maintained in non-occupied rooms.



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The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

MAY 1951

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AMONG THE AUTHORS



J. Harry Adams

A policy for the teaching of controversial issues, recently adopted by the public schools of Elizabeth, N.J., is discussed on page 51 by J. HARRY ADAMS, superintendent of the Elizabeth schools, and GERALD RAFTERY, a member of his staff. Mr. Adams began his career in education in 1924, as a high school teacher at Geraldine, Mont. He was high school principal at Elkton, Mich., superintendent at Tekonsha, Mich., high school principal at Adrian and Bay City, Mich., and deputy superintendent of schools at Schenectady, N.Y., before accepting his present position in 1948. Mr. Adams is a member of the New Jersey State Education Committee on Civil Defense and is the New Jersey Education Association's representative on the advisory council of the New Jersey Department of Superintendence. His co-author, Mr. Raftery, has been a teacher and librarian in the Elizabeth schools since 1930. At the present time he is librarian in the Lafayette Junior High School in that city. Mr. Raftery served in the signal intelligence division of the army in the European theater of operations from 1942 to 1945. He is the author of two juvenile books, "Gray Lance" and "Snow Cloud."



Gerald Raftery



M. F. Brooks

Faced with the necessity of working out a plan for keeping records on the use of audiovisual aids, MARSHALL F. BROOKS came up with two record cards he describes on page 76. A native Missourian, he was an elementary school principal at Sainte Genevieve, Mo., before he accepted his present position as principal of the Jackson Elementary School at Jackson, Mo. During the war Mr. Brooks taught in a chemical warfare school and also served with the armed forces in the European theater of operations. He likes to relax by joining a group of square dancers.

LESLIE L. CHISHOLM is the author of the second in the series of articles written for *THE NATION'S SCHOOLS* by members of the American Educational Research Association. His article (p. 65) is concerned with research in the field of pupil transportation. Dr. Chisholm has been professor of education at the University of Nebraska since

1945, formerly he was professor of education, acting dean of the graduate college, and acting director of the summer session at Washington State College. From 1937 to 1945 Dr. Chisholm was an adviser to the Washington Education Association and since 1945 has been an adviser to the Nebraska State Education Association and to the NEA's research department and committee on taxation and school support. He is the author of three books, "The Economic Ability of the States to Finance Public Schools," "The Shifting of Federal Taxes and Its Implications for Public Schools," and "Guiding Youth in the Secondary School," and is the co-author of 12 other books and pamphlets on education subjects.

An annual report that's readable—and really gets read—has been published by the public schools of Newton, Mass. CHARLES O. RICHTER, assistant superintendent of the Newton schools, tells on page 41 how it was done. From 1935 to 1939 Mr. Richter was principal of the elementary schools in Pembroke, Mass. Since 1939 he has been associated with the Newton schools, first as research assistant in the division of guidance and research, then as administrative assistant to the superintendent in charge of personnel and research, and then as assistant to the superintendent. He was named to his present position in 1950. Last year he taught part time at Boston University, his subject was public school administration. Mr. Richter is a member of the board of directors of the Newton chapter of the American Red Cross, president of the Newton Community Council, and a former member of the executive committee of the Norumbega Council of the Boy Scouts of America.

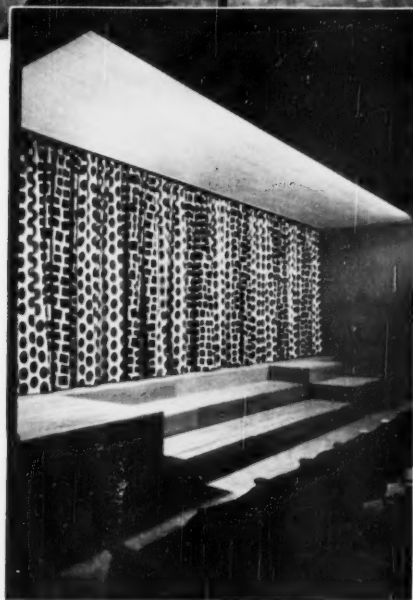


C. O. Richter

JOHN LOMBARDI is helping Los Angeles to achieve the goal of offering every high school graduate the opportunity for a junior college education within commuting distance of his home (p. 38). Dr. Lombardi is now dean of instruction at Los Angeles City College. Formerly he taught in the City College of New York, the adult school at Pasadena, Calif., and the Los Angeles City College, and was dean of the latter's evening division. From 1942 to 1946 he was an officer in the army air force. Among his hobbies are stamp collecting, gardening and moving.



John Lombardi



Playroom-Cynasium in new Blythe Park School, Riverside, Ill., floored with black-patterned Northern Hard Maple. Perkins & Will, Chicago, Architects-Engineers.

Stage detail of the dual-use auditorium showing flexible-unit platforms, maple-surfaced, adaptable to any needs of choral activity or pageantry. The colorful red-and-black curtain was specially designed by Angelo Testa.

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Roving Reporter

Newspaper Is Unofficial Textbook for Eighth Graders Studying Investments, Insurance and Taxation... Program Booklets Show Work of Junior High School... Youngsters Try Setting Up Their Own Menus for School's Hot Lunch Program

WHEN EIGHTH GRADERS in the Emerson School at Plainfield, N.J., studied local, state and federal taxation, insurance and investments, the local newspaper, the *Plainfield Courier News*, was their unofficial textbook.

Each day the pupils spent a few minutes in their arithmetic class giving short reports on percentage, discounts, insurance and investment advertisements from the newspaper.

Toward the end of the calendar year the boys and girls began clipping news items about the city budget requests. Late in January a committee visited the city hall to learn about the public services. Then pupils assumed the rôles of mayor, councilmen and city department heads for budget hearings in the class.

Each department head was required to submit his request to the pupil mayor and councilmen, to answer questions, and to defend his budget. Daily newspaper stories provided facts for discussion and comment, although sometimes pupils used arguments before the paper reported that similar ones had been used by city employees.

When the pupils wanted to know how much each taxpayer would have to pay for the operation of local government, they began studying how the tax rate is determined. Using tentative budget figures, they obtained a temporary rate. Further cuts were made in the department budgets when the pupils realized that the temporary rate was too high and total assessments could not be changed.

The grade school councilmen revised their figures many times as cuts were made in the actual city budget. The day before the city council held the final budget session, the pupils adopted their tax rate for the city. Their figure differed from the actual rate by less than 2 cents.

THE 750 PARENTS and other persons who attended the annual Gym

Jamboree at O. E. Bell Junior High School, Idaho Falls, Idaho, this year were given programs that, in addition to telling about the jamboree, described the work of the school's physical education department.

The nine page booklets, printed on a school owned duplicating machine, had pictures and brief captions that



told about the physical training, health, recreation, athletic and intramural programs. Scenes from classes also were shown.

The school's principal, Elmer S. Crowley, did the drawing and lettering for the publication. He feels that the Gym Jamboree, in which 550 pupils took part this year, is an outstanding public relations program since it attracts such a large number of parents. The program is sponsored by the P.T.A.

A similar booklet, called "Welcome to O. E. Bell Junior High," was produced for the P.T.A. meeting during American Education Week last fall. Readers were invited to "meet" the faculty, the students, the custodians, and the office staff, to see, in pictures, the junior high in action, and to read



about extracurricular activities and student organizations. This eight-page pamphlet also was illustrated with drawings by Mr. Crowley, as well as with pictures.

"WHY CAN'T WE have the things we want for lunch instead of the things somebody else thinks we ought to have?" asked the sixth graders in the Roosevelt School at Everett, Wash.

The youngsters were studying nutrition, with emphasis on the need for a good breakfast and a hot lunch. The hot lunch was fine, they agreed, but they ought to have more of the things they liked on the menu.

So they tried their hands at menu planning. They soon discovered that they couldn't agree at all on what they liked to eat and that having meat every day, as they had wanted, was much too expensive. The next step was to try to write menus that would be within the budget but would still satisfy their tastes.

Martha Reilly, supervisor of the school lunch program, was asked for advice. She told the boys and girls that the program was set up to include a half-pint bottle of milk with each lunch, which left about 15 cents to spend for each plate lunch.

The 15 cent margin was juggled by the children until they succeeded in setting up menus containing the essential items of an adequate lunch, plus the variety that most of the youngsters wanted, and plenty of color as well. Mrs. Reilly agreed to serve their menus in the city's elementary school lunchrooms for two weeks.

The boys and girls got plenty of practice in arithmetic while they worked out the menus, and more practice when they checked the lunchroom business to find out if there was much improvement in volume during the two weeks their menus were served. Except at their own school, where the pupils were interested in the experiment, there wasn't any real increase.

The youngsters decided that, while the project was worth while, it had required more time than they had to devote to it, and maybe the meals weren't so different after all.

Answers the "WALL-OF-ICE" Problem NESBITT Syncretizer with WIND-O-LINE

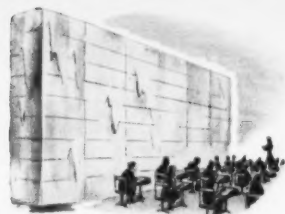


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Questions and Answers

Faculty Keys

What policy should be followed in regard to issuance of keys to faculty members?

"Any regular member of the staff who, for the conduct of his work, may require keys to any inside or outside door of any building shall apply therefor to the custodian of the building. The custodian shall furnish him with such key or keys but shall obtain a signed receipt for each key so given out. If a key is lost, the member of the staff responsible shall apply for a duplicate key and shall pay one dollar, which shall not be returned. Upon discontinuance of employment, the staff member shall return his keys to the custodian, who shall deliver to him his receipt.

"Department heads shall make certain that all keys are so returned before the final pay roll is certified for the staff member discontinuing employment. The custodian of each building shall be charged with the total number of keys delivered to him and shall be held responsible at all times for that number of keys or for a receipt for that number of keys issued."

The foregoing is a statement of our policy.—RAY KEITLER, *controller, Purdue University.*

Initiate Policies?

Should the superintendent initiate all the policies that are brought before board meetings?

By being elected or appointed to a board of education one does not surrender his privilege of and responsibility for thinking about policies, problems and procedures in public education.

Indeed, a board member ought, by being brought more closely in touch with educational problems than he formerly was, to be stimulated to more cogent thinking on school problems. As methods for the selection of board members gradually improve, it is to be expected that persons of unusual citizenship qualities will more and more be designated for board membership. It would be too bad if their

intelligence and ability were not utilized fully.

Furthermore, it cannot be expected that all the good ideas on educational policy will issue from the mind of one person. To expect the superintendent to initiate all the policies would be depriving the school system and the board of the enrichment of thought that should result from the efforts of several or many minds.

I think this answer should be qualified a bit, however. The superintendent should exercise leadership in his relations with the board, and, in general, should be somewhat in advance of the board's thinking because of his special interest and professional preparation. If the time comes when a superintendent merely follows the board and the board has all the ideas, then a new superintendent ought to be chosen.

Modern school administration has room for contributions of ideas on policies and procedures from all concerned with public education. At times, various individuals and groups in the general public may come up with suggestions that merit consideration and in some cases adoption. The place of the professional school staff in developing policies is well recognized. Even pupils may come up with recommendations that are worthy of careful study. The concept of democracy in school administration allows for free exchange of thought, and no one is frozen out who, in a responsible and constructive way, desires to contribute to the welfare of the educational enterprise.—CALVIN GRIEDER, *professor of education, University of Colorado.*

Procurement Problems

How should a purchasing agent organize his office to meet the current economic conditions?

Unless all signs fail, we are rapidly approaching an indefinite period beset with government regulations, restrictions and control orders, and sooner or later the purchasing agent will be asked how we can get this or that

Therefore, my suggestion, based on past experience, is that all buyers prepare at once for the siege.

I recommend that you obtain copies of all of the various orders issued to date by the National Production Authority and that you request that copies of all future orders be sent to you. These orders should be read by the proper members of the staff so that each is fully acquainted with the intent and details of each order.

Increase your sources of supply, if possible, only one contact for a certain item is not good. Avoid scare buying at this time. Insist on departments' anticipating needs, eliminating the necessity of paying a premium for immediate delivery. True, escalated prices are with us at present, but they may disappear to some extent if price controls are established. You can protect budgets if you are given the chance and time to scan the field. Make use of idle equipment of all kinds, even if it is slightly obsolete. Suggest a committee of proper persons to screen purchase requests, especially for equipment.—C. J. BLACK, *purchasing agent, Purdue University.*

Civic Planning for Building

How can a civic group help in the planning of a school building program?

There are various ways:

Long-range planning. A civic organization can assist school officials in long-range planning. The building you erect will stand for many years. It should be adaptable to present and anticipated needs. For example, what organization of grades should the community plan: separate primary schools? Grades K-6? Or 1-8? Or K-3, 4-7, 8-10, 11-12? Or other combinations?

Will the community accept an activity or learner-participation type of teaching? The planning of space and facilities will be affected by such factors.

Study immediate needs. A civic group can participate in studies of immediate needs. It can gather information on the school load and trends in

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R. E. SCOTT *Hennepin County Schools*
E. R. SEFERT *Maywood Public Schools*
W. B. SPALDING *University of Illinois*
W. W. THEIDEN *Milwaukee Public Schools*
EDMUND H. THORNE *West Hartford Schools*
C. C. TRILLINGHAM *Los Angeles County Schools*
JUDAS E. WARREN *University City Public Schools*
W. T. WHITE *Dallas Public Schools*

population, such as birth rates, number of preschool children in the area, and rate of migration (to as well as from the community).

Campaigns. A civic organization usually can participate in public relations programs and bond issue campaigns. In some communities, lay groups assume responsibility for directing publicity for such bond campaigns.

These are only general suggestions, since I do not know the specific problems of your community. I recommend that you also seek the advice of the school plant specialist in your state department of public instruction. He knows the procedures and regulations of your state—N. E. VILES, *specialist, school plant management, U.S. Office of Education.*

Equipment Records

How do schools keep records of physical equipment realistic and up to date?

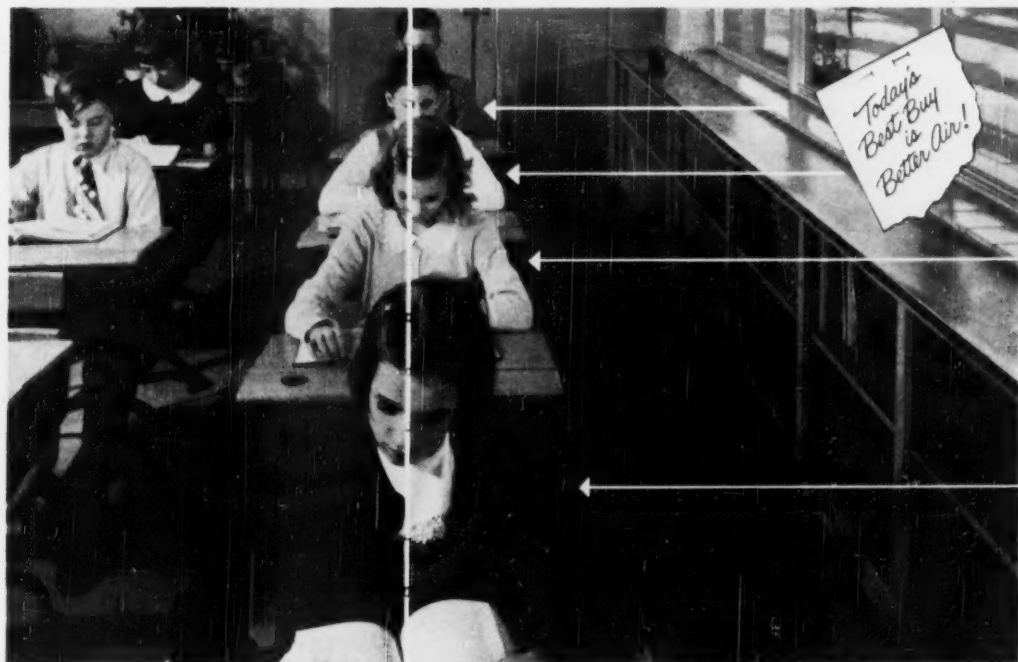
The problem of keeping records of physical equipment realistic and up to date is not a difficult one if one person is responsible for the control of all physical equipment.

At MacMurray College, we began our system in 1945 by employing the services of a reliable firm of valuation engineers to make an appraisal of all equipment on the campus. All items were first priced at the present-day cost of new replacements at the nearest or best market. This information appeared in the first column on a sheet of paper. In the second column was listed the items' sound or insurable value.

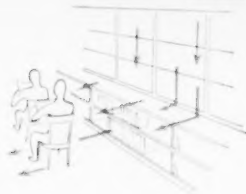
After receiving this report, we made up two other record files. One file is used for listing all new equipment, showing the name of the item with a complete description of it, its cost delivered to the campus, the name of the firm from which it was purchased, and the date purchased. The other record file includes information regarding authorized removal of equipment from one location to another. Our problem, of course, is to be certain that no equipment is moved without this information's being passed on to the business office.

One important method of identifying equipment is for each item to be labeled in some way, preferably with a number, a duplicate of which is in the permanent record file—CLARENCE SMITH, *business manager, MacMurray College for Women.*

CONDEMNED TO *DRAFT ROW?*



let **DRAFT STOP** free them!



USED TO BE drafts and chill air were part of ventilation. Above you see the usual air flow as it sweeps dangerously over pupils.



NOW YOU SEE how DRAFT STOP prevents drafts and cold rushes of air before they start. No school can be called "modern" unless the DRAFT STOP System is in service.

IN TOO MANY schoolrooms, the desk row by the windows is dangerous. Draft Row condemns pupils to discomfort, inattention, often illness. This problem, created by today's large window area, has been solved. The new Herman Nelson DRAFT STOP System stops drafts!

Automatically controlled temperatures and a fundamental improvement in modern heating and ventilating make DRAFT STOP the system that is definitely different, absolutely unmatched in performance. Send now for booklet explaining DRAFT STOP in detail. Write Dept. NS-5.

AAC



HERMAN NELSON

Division of **AMERICAN AIR FILTER COMPANY, INC.**
PLANTS IN MOLINE, ILLINOIS AND LOUISVILLE, KENTUCKY

It Tells Taxpayers

you spend
their money wisely...



1—Here's the normal, comfortable position of the Push-Back Auditorium Seat.



2—Seated persons need not stand. A gentle movement of the body slides the seat back.



3—Relax, chair slides back to normal, comfortable position. No standing up. No inconvenience.

WRITE OR WIRE TODAY!

Like to see how other schools have solved their seating problems the modern Kroehler Push-Back way? A post card or letter will bring you full details. No obligation, of course.

Your auditorium is often the taxpayer's only contact with your school. His impression of your entire school is conditioned to a large degree by how *comfortably* he sits in the school auditorium!

There will be no doubt about comfort when you install Kroehler Push-Back® Auditorium Seats. More than 12 years' service prove that they provide the utmost in lounge-chair comfort, durability, and lasting satisfaction.

*Fully protected by patents

KROEHLER *Push-Back* AUDITORIUM SEATS

THE WORLD'S FINEST AUDITORIUM SEAT

Chicago 11, Ill.
666 Lake Shore Drive

New York 16, N. Y.
One Park Avenue

Los Angeles 7, Calif.
2028 So. Vermont Ave.

Dallas, Texas
2023 Jackson Street

Here's the NEW-Improved



New VARSITY NV SERIES SPECIFICATIONS

Sturdy, 20 gauge steel, finished in white, high-reflection baked enamel with satin finish aluminum-grey trim. Side panels of extruded plastic. Moulded one-piece plastic "egg-crate" louver gives 40° x 40° shielding . . . louver hinged to swing from either side for easy relamping. Can be installed singly or in continuous runs. No couplers needed! . . . Slimline models feature instant-start 120, 200, 300 or 425 milli-ampere operation. Conventional 110-125 volts, 60 cycle A.C., with other voltages available.

CONSULT OUR CUSTOM-SERVICE DEPARTMENT

if you have special requirements. We will design and build lighting fixtures to your order.



Leader

America's No. 1 Lighting Equipment Manufacturer

LEADER ELECTRIC COMPANY • 3500 NORTH KEDZIE AVENUE • CHICAGO 18, ILLINOIS
Leader Electric—Western • 800 One Hundredth Avenue • Oakland 2, California
Campbell-Leader, Ltd. • Brantford, Ontario, Canada

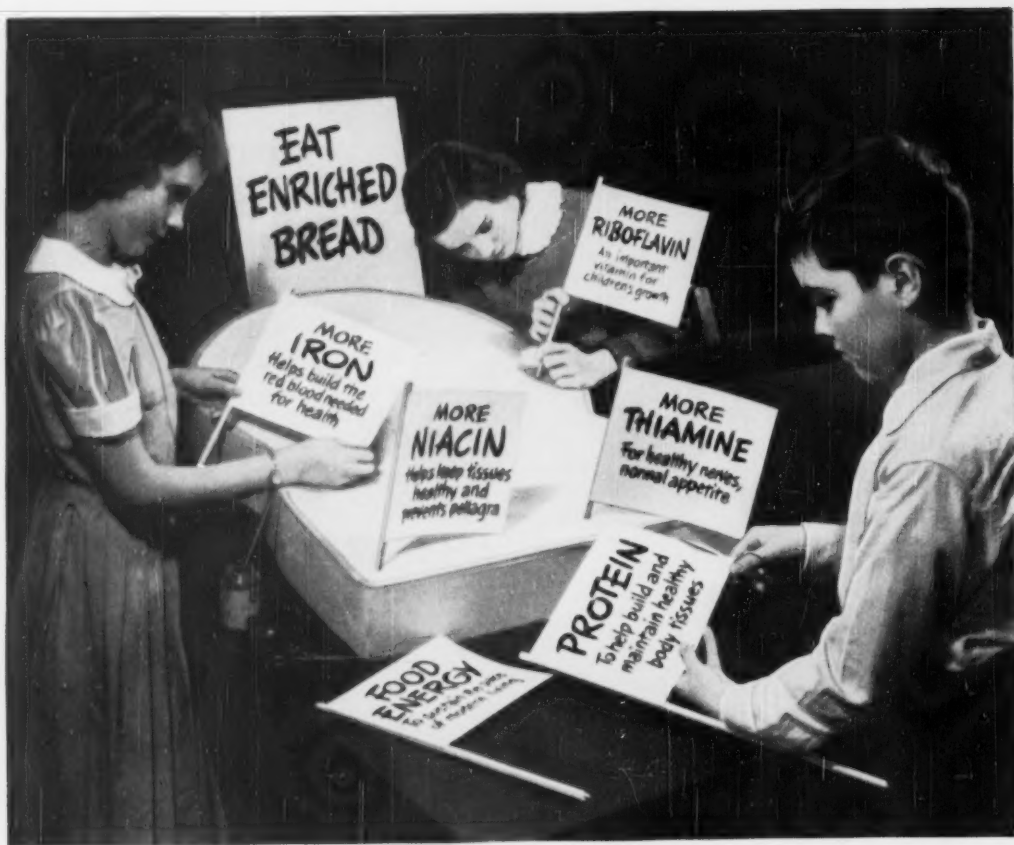
A Luxury Fixture at a Budget Price!

Now the VARSITY edges into the luxury group. Yet it still is in the popular-price class. Using tubes from 48" to 96" long, this fluorescent fixture illuminates large areas at low fixture-cost and low operating cost!

LOOK AT ALL ITS FEATURES

- 1 Aligned coupling-holes
- 2 Optional reflector for increased downlight
- 3 Knockouts provided for completely flexible mounting arrangements.
- 4 Ribbed translucent curved-plastic side panels.
- 5 Upward light spill gives 40% indirect illumination
- 6 Hinged louver to swing from either side for easy relamping and servicing.
- 7 2, 3 or 4 40-watt tubes or Slimline tubes 48" to 96"
- 8 Injection-moulded plastic louver with 40° x 40° shielding angle
- 9 High reflection baked-enamel reflector
- 10 No couplers required for continuous row installation

Sold and installed only by the better electrical wholesalers and contractors



RAISE THE FLAGS—for 10 years of enrichment!

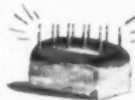
Yes, it was ten years ago this May that U.S. bakers and millers voluntarily started enriching white bread and flour—thus contributing immeasurably to the nation's well being. An eminent nutrition authority says:

"Enrichment of bread has meant not merely enriching the bread, but enriching the lives of many of our fellow citizens—enrichment of life measured in a greater zest for living and improved resistance to disease."

As part of a school-wide emphasis on nutrition, the children in the picture above have constructed a cardboard model of a slice of bread—and have made flags representing various nutritive elements found in this common food. Thiamine, riboflavin, niacin and iron—the enrichment ingredients added to flour by millers and bakers—become more than just "big words" as the class learns what these, along with the other nutritive elements in bread, contribute to their over-all daily diets. And another big step forward in the study of foods is made as the children learn that "enriched" on a loaf of bread, a sack of flour, a package of rolls means *more* essential vitamins and minerals!

If you'd like help in starting or expanding a nutrition project, suggestions for dramatizing any phase of nutrition work, write to: Education Section, Dept. of Public Services, General Mills, Minneapolis 1, Minn.

VITAL STATISTICS ON FLOUR ENRICHMENT



Before the enrichment program was started ten years ago, virtually none of the nation's white bread and flour output was enriched. Today about 87% of family flour and 80% of commercial bakers' bread and rolls have extra vitamins and minerals added. To date, 26 states with 56% of the total population have laws requiring enrichment.


Copyright 1951, General Mills, Inc.

The NATION'S SCHOOLS

Get **GARLAND** *the leader*
for **Longer Life-Better Performance**
in the years ahead!



HOT TOP

OPEN TOP

FRY TOP

DEEP FAT
FRYER

BOILER

All units are designed and aligned to work together as a co-ordinated whole. Provides faster, better, more economical food preparation, more orderly kitchen.

Heavy, durable rigid construction . . . expert engineering . . . unstinting quality! Those are a few of the many reasons behind Garland's well earned reputation for long, dependable service!

Now, more than ever, this Garland "staying" quality should be of first consideration in your purchase of commercial cooking equipment.

You owe it to yourself to see your

Garland Food Service Equipment Dealer before you buy. He will be glad to show you in detail why—year after year—more people choose Garland than any other make of equipment.

DETROIT-MICHIGAN STOVE CO.

Detroit 31, Michigan

Fine Ranges Since 1864

All Garland units are Available in Stainless Steel and Equipped for use with manufactured, natural or L-P Gases.

THE TREND IS TO GAS
FOR ALL
COMMERCIAL COOKING

See Garland at the National Restaurant Show, Navy Pier, Chicago, May 7-11
Space 474-475—A. G. A. Combined Exhibit

GARLAND



HEAVY DUTY RANGES



RESTAURANT RANGES



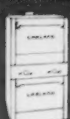
BROILERS



DEEP FAT FRYERS



GRILLS



ROASTING OVENS



GRILLS



BROILERS

"WEATHER CONTROL" Is Vital to Schools



Yes, educators and other school officials are quick to sense how effectively AUTO-LOK Awning Windows play their role in enabling students to get the most out of educational facilities provided. They applaud the 100% weather control these windows make possible; they heartily endorse the elimination of air-infiltration and the manner in which these modern school windows cut down danger of drafts or perilous "cold spots" which invite respiratory ailments and consequent absence from classes.

Students, too, appreciate the "ventilation at all times" -- regardless of the weather outside -- and welcome the spring breezes, the maximum visibility and the abundance of light that AUTO-LOK brings to any classroom.

The operating economies of AUTO-LOK are at once recognized by school boards and staffs. Lower fuel bills. Decreased maintenance costs (for example, the windows are easily cleaned from the inside.) Upkeep expense of any kind is negligible.

The Window with the "FLOATING SEAL"

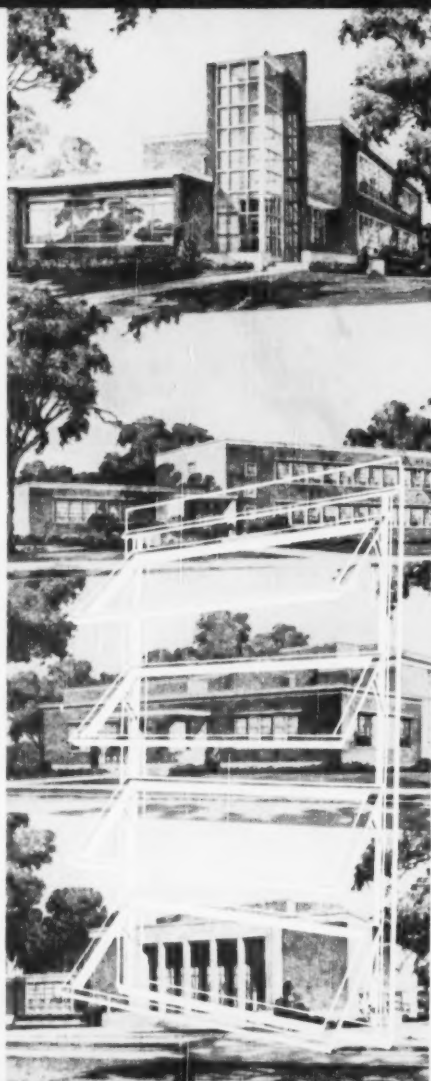
Merely providing weatherstripping isn't the sole answer to elimination of air-infiltration. But in AUTO-LOK, vinyl plastic weatherstripping combines with the ingenious locking action of patented, precision hardware to create a "floating seal." Widely heralded by architects and builders the country over as the greatest single advance in window-making for many years -- this "floating seal" feature makes it possible for your school to use AUTO-LOK in either aluminum or wood, with the full assurance that you are securing a closure ten times as tight as generally accepted standards -- indeed the

TIGHTEST CLOSING WINDOWS EVER MADE

May we send you, free,
informative booklet,
"WHAT IS IMPORTANT IN A WINDOW?"
Please address Dept. NS-5

Pictured above:
Randolph-Macon College
Ashland, Virginia
Arch. - Merrill C. Lee
Richmond, Virginia

LUDMAN CORPORATION
P.O. Box 4541 Miami, Florida



Auto-Lok
PATENTED
weatherstripped
AWNING WINDOWS
ALUMINUM or WOOD

Lighting matched to the job

LIGHTING CAN'T STOP at minimums

An Ohio school posed this problem: "Provide more than just adequate illumination levels at a reasonable operating and maintenance cost". Minimums were not adequate! The eyesight of second graders was concerned.

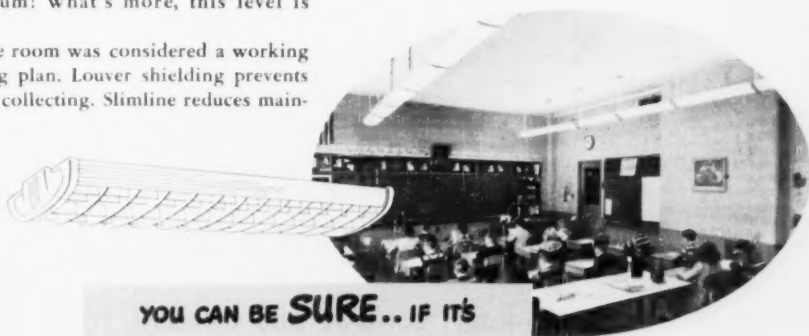
Westinghouse lighting produced these results: "Up to 75 foot-candles even on cloudy days". That's well over minimum! What's more, this level is easily maintained.

Everything in the room was considered a working part of the lighting plan. Louver shielding prevents dust and dirt from collecting. Slimline reduces main-

tenance headaches; and there are no starters to replace.

Matching Westinghouse lighting recommendations with your visual requirements is our business. That's why it will pay you to investigate Westinghouse lighting. Send for B-5254, Westinghouse Electric Corporation, P. O. Box 868, Pittsburgh 30, Pa.

J-04288



YOU CAN BE **SURE**... IF IT'S
Westinghouse

LIGHTING DIVISION
Edgewater Park, Cleveland



Here's safety you can bank on!



NEW DODGE "Job-Rated" School Bus Chassis

You can rely on a Dodge school bus chassis for safe transportation day after day, mile after mile.

In every detail, it meets or exceeds recommendations of the National Conference on School Transportation. Furthermore, it's "Job-Rated" at the factory to fit your individual needs. Every unit from engine to rear axle is engineered for hauling your passenger-loads over your roads safely and dependably.

Every unit that SUPPORTS your school bus and passengers—frame, axles, springs, wheels, tires, and others—will be engineered right to provide the strength, capacity and safety you need.

Every unit that MOVES your school bus and passengers—engine, clutch, transmission, propeller shaft, rear axle and others—will be engineered right to meet your particular operating conditions.

More than that, these new Dodge chassis give you greater power than ever—plus new ease of handling, increased braking safety and a host of other new advantages.

Small wonder, then, that you'll enjoy extra safety, extra economy and extra dependability with a Dodge "Job-Rated" school bus chassis. Get all the facts from your nearby Dodge dealer.

THERE'S A DODGE "Job-Rated" SCHOOL BUS CHASSIS TO FIT YOUR NEEDS!



MODEL FS-152
2 models—10,800 and
11,900 lbs. G.V.W. For 30
and 36 pupils.



MODEL FS-170
2 models—12,075 and
13,300 lbs. G.V.W. For 36
and 42 pupils.



MODEL GS-192, HHS-192
GS-192 14,650 lbs. G.V.W.
HHS-192 15,500 lbs. G.V.W.
For 48 pupils.

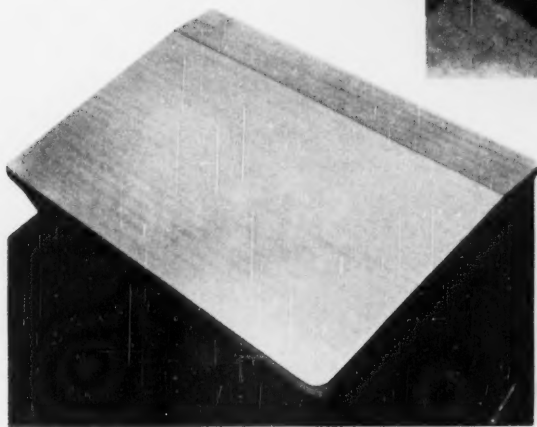
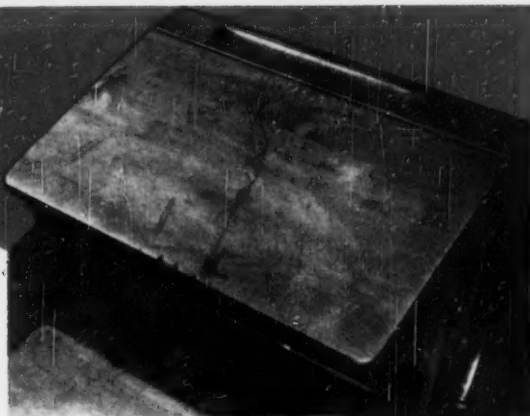


MODEL JS-212
2 models—16,125 and
17,000 lbs. G.V.W. For 54
pupils.



MODEL RS-229
2 models—18,075 and
19,900 lbs. G.V.W. For 60
pupils.

BEFORE



AFTER...

(A long, long time "after")

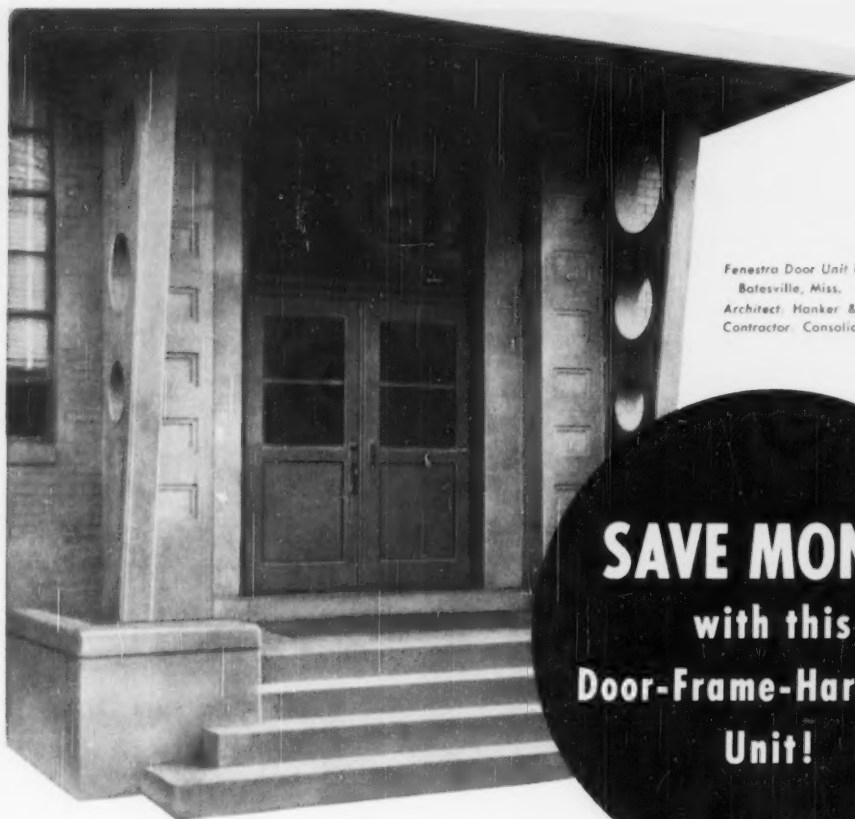
Resurfacing school desks with Formica is the biggest news in school maintenance in years. A $\frac{1}{16}$ " thick sheet of Formica in light wood grain or soft color pattern is veneered directly over the old defaced top.

This new super-smooth non-porous Formica surface will never again require re-finishing or painting. Nearly all types of stains and marks wipe off of Formica with only a damp cloth. It's warm and pleasant to the touch.

If your school system has a well equipped wood-working shop you can do this work yourself. Write today for information and instructional literature. If you prefer to have the work done by a regular Formica fabricator, we'll gladly recommend one near you.

Write Formica, 4574 Spring Grove Ave.,
Cincinnati 32, Ohio





Fenestra Door Unit in Batesville High,
Batesville, Miss.
Architect: Harker & Hoyer.
Contractor: Consolidated Contractors.

SAVE MONEY with this Door-Frame-Hardware Unit!

It comes as a *package* . . . with frame and handsome hardware. It's amazingly simple and quick to install. Fenestra® Standardized Hollow Metal Doors *stay* working and looking like new through years of rough, tough use. They cost less to buy than flimsy doors!

HERE'S WHY THEY COST SO MUCH LESS:

- 1 **Low First Cost**—Fenestra's great manufacturing facilities, engineered for volume production and elimination of waste of materials and man-hours, can turn out more high-quality door units . . . in less time . . . at lower cost.
- 2 **Low Installation Cost**—Fenestra Hollow Metal Doors come *complete with strong steel frames and shining hardware*. Installer just bolts the frame together, attaches it to floor and anchors it to wall, screws on template locks and hinges, hangs the door. No cutting or fitting or mortis-

ing or puttying or prime-painting. Saves on-the-site time, labor and money!

- 3 **Low Maintenance Cost**—Fenestra Hollow Metal Doors won't sag, warp, swell, shrink or splinter. They can take a beating and come up smiling. An occasional coat of paint makes them look like new. They're insulated, too, for quiet performance.

These Fenestra Standardized Hollow Metal Doors are in local stocks. Compare the *performance*, the *quality*, the *complete cost* with *any* door on the market. They're another Fenestra Building Product engineered to cut the waste out of building.

Doors with Underwriters' B Label are also available. Just call your Fenestra Representative (he's listed in your phone book). Or write Detroit Steel Products Company, Dept. NS-5, 2257 East Grand Boulevard, Detroit 11, Michigan.

Fenestra

DOORS • WINDOWS • PANELS

engineered to cut the waste out of building

You Can Build It A New Way...



...and reduce the cost of maintaining cleanliness to an all-time low.

Immaculate cleanliness is no problem in rest rooms with fixture-bare floors—where plumbing fixtures are off the floor, because there is nothing to interrupt the sweep of the broom and the swish of the mop. Fixture-bare floors reduce the day-by-day dollar cost of maintenance to an all-time low while lifting sanitation to a new high. The New Way uses wall type plumbing fixtures installed the Zurn Way—the simple, fast, safe way to install wall type closets, lavatories, sinks and other fixtures. The New Way reduces the cost of building and gains more usable floor space and protects rest rooms against premature obsolescence. Insist on wall type plumbing fixtures in rest rooms of old and new schools, stadiums and all types of educational buildings. Write for booklet entitled "You Can Build It (Cubic Foot of Building Space) For Less The New Way".



BUILD IT



FOR LESS

The NEW WAY

The New Way reduces the use of building materials, eliminates the necessity of suspended ceiling constructions to seal off drainage lines; it saves time and labor required for completing plumbing fixture installations. Insist on wall type plumbing fixtures installed with Zurn Wall Closet Fittings and Carriers.



Write for this booklet. It tells how "You Can Build It (Cubic Foot of Building Space) For Less The New Way".



J. A. ZURN MFG. CO. ERIE, PA. U.S.A.

PLUMBING DIVISION

Sales Offices in All Principal Cities

Pre-eminent Manufacturer of Sanitary Products for the Protection of Human Health and Modern Structures.



The Zurn Carrier Catalog and Handbook describes the complete line of Zurn Wall Closet Fittings and Carriers for all makes and types of plumbing fixtures. Use it with Zurn Carrier Indexes and fixture catalogs to save time in selecting and specifying wall type fixtures.

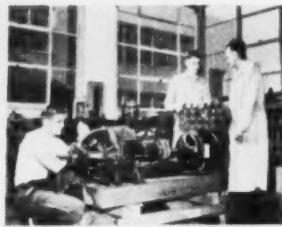
A Dream Comes True in Indiana



Amateur "Professionals" . . . Actual repair jobs give students professional experience and confidence while training.



Learning by Doing . . . Student linotype operators learn their trade by competing for Board of Education work on a best bid basis.



Present with a Future . . . Current work on fine electrical machinery prepares these students for a bright future in the industry.



The new Vocational Technical High School at Hammond, Indiana is a triumph of expert planning and practical idealism. Before a brick was laid, its architects and teachers met for months to plan every detail. Today, Hammond Tech is their dream come true . . . a school that combines the most advanced teaching methods with actual industrial training and the finest physical equipment.

Every Detail Modern as Tomorrow

Outstanding among Hammond's facilities is its Edwards Telephone System. This system serves a double purpose. It links each classroom, shop, laboratory and office. At the same time it gives students practical experience in handling a busy switchboard. Traffic is exceptionally heavy. But Edwards dependable, trouble-free circuits help these amateurs handle their jobs with professional ease and smoothness.

In addition to this unique telephone system, an Edwards Program Control accurate to 1/60th of a second, keeps Hammond's student traffic flowing smoothly. And protecting life and property throughout this great institution is a dependable, fool-proof Edwards fire alarm system.

Write Dept. N-5, Edwards Company, Inc., Norwalk, Conn., for our free illustrated bulletin. It may suggest the answer to your particular problem.



Edwards for Efficiency . . . An Edwards horn, bell and clock on the wall of each classroom, shop and laboratory warns of fire, tells time and regulates programs with split second accuracy.

The Trend is to Edwards

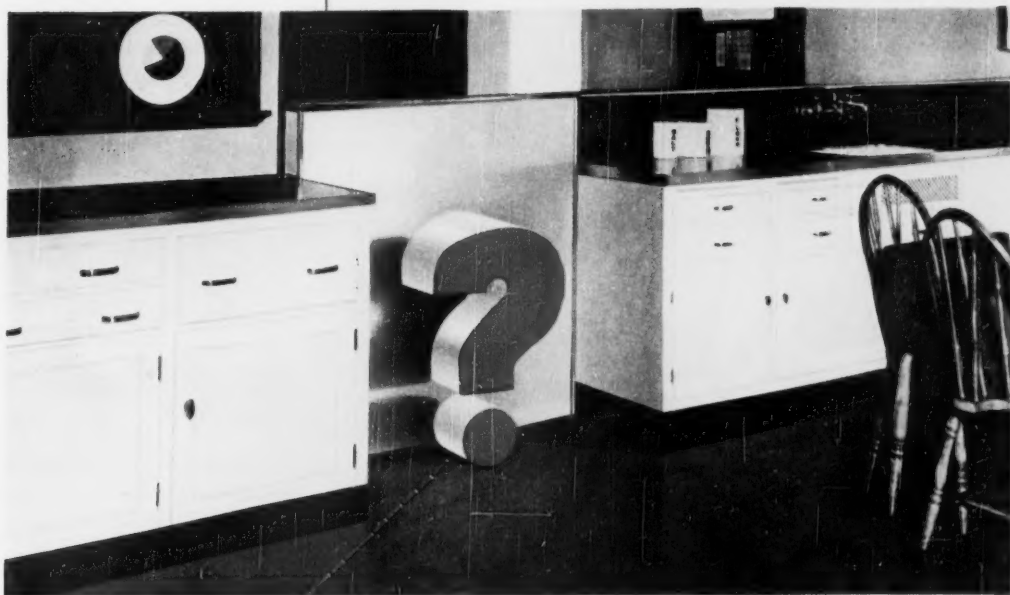
In this great, modern school where no detail of smooth, efficient operation is overlooked, it is significant that the architects, L. Cosby Bernard and Company, specified Edwards. Today, in fact, more and more skillful architects choose Edwards. They know from experience they can depend on Edwards for efficiency, long, trouble-free operation and economy. Edwards' systems stand up . . . require minimum maintenance and servicing.

EDWARDS

World's most reliable time, communication and protection products

What's absent

FROM YOUR HOME ECONOMICS CLASSES?



... of course, it's **ELECTRIC!**

Up-to-the-minute schools have Electric Ranges in their home economics laboratories

Modern home economics teaching is practical. Students are taught the proper use of kitchen equipment their parents have at home. Therefore, the well-equipped home economics laboratory must have Electric Ranges—because so many homes now have them.

Over four and one-half millions* of new houses have been built since 1946, and a large proportion of them have been Electric Range equipped.

If your school's home economics laboratory lacks this type of equipment, you can get complete information from your local electric company or electric appliance dealer.

*Source: "Magazine of Building"

NEW FLOOR PLAN BOOKLET—FREE!

To help you in planning or remodeling the home economics laboratory of your school, we offer "THE MODERN HOME ECONOMICS DEPARTMENT"—a fine collection of floor plans from schools throughout the country. These include practical, working designs of home economics laboratories in actual use, as well as model plans for new rooms. A copy is yours for the asking. Use coupon!

ELECTRIC RANGE SECTION
National Electrical Manufacturers Association
155 East 44th Street, New York 17, N. Y.

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MONARCH • NORGE • PHILCO • UNIVERSAL • WESTINGHOUSE

ELECTRIC RANGE SECTION
National Electrical Manufacturers Association
155 East 44th Street, Dept. NS-5
New York 17, N. Y.

Please send me, absolutely **FREE**, copy of "THE MODERN HOME ECONOMICS DEPARTMENT"—home economics laboratory floor plan booklet.

(Check) School has ☐ does not have ☐ Electric Range.

Your Name.....

Name of School.....

Street & No.....

City.....Zone.....State.....

Oneida LEADS THE



Built to provide the utmost in safety and comfort—long life and lower operating costs—Oneida Safety School Bus Bodies offer educators a new, *road-tested* dollar value based on performance records throughout the country.

Available in a range of capacities up to 72 passengers, Oneida Bodies are engineered to fit the leading bus chassis makes with accuracy, balance and streamlined design.

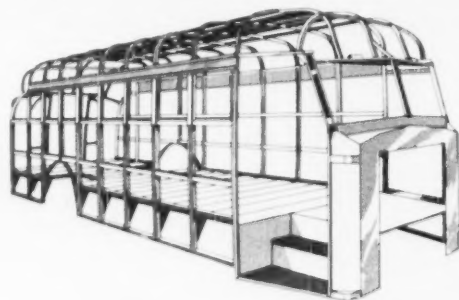
Exclusive features of design and construction, pioneered by Oneida, create an overall quality that assures maximum protection to children and top security for the taxpayers' vital investment in school transportation.

THE ONEIDA "UTILITY" BUS BODY FOR SMALL STUDENT LOADS



Oneida Utility School Bus Bodies are ideal for conditions where other coaches are too large for economical operation. Roomy yet compact, 16 to 24 passengers can be easily accommodated, depending on the seating basis.

Fine craftsmanship has been the hallmark of Oneida for more than a century. Oneida Safety School Bus Bodies—tough, strong, rugged—are geared to the nation's needs!



A CRADLE OF STEEL FROM WHEEL TO WHEEL

The exclusive Oneida integrated frame construction provides "A Cradle of Steel from Wheel to Wheel." The interlocking heavy-gauge steel structural members and double-riveted body panels create a self-supporting body of great strength.



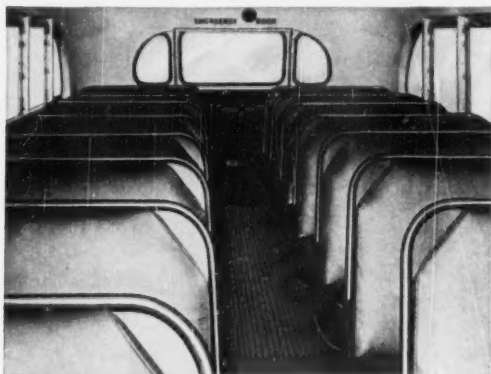
BE SAFE...

SCHOOL BUS SALES DIVISION
ONEIDA PRODUCTS CORPORATION
CANASTOTA • NEW YORK

WAY IN SCHOOL BUS SAFETY!

A masterpiece of precision engineering—the All-Steel Oneida Body has Flexi-Joint construction with 4 point suspension for mounting. This exclusive Oneida feature of design provides a "go with the blow"—compensating factor in joint and assembly construction that overcomes road shock, stresses, strains and torsional twists.

A universal, streamlined cowl—lustrous, durable finish



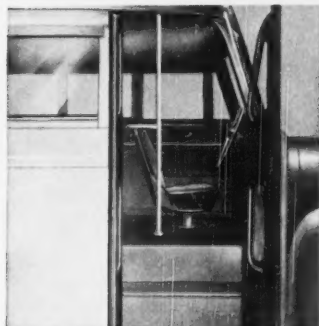
—heavy insulation—sturdy, interlocked roof, platform and body panel assembly—combine to make Oneida a body of unusual beauty and dependability.

In the event of unforeseen damage, Oneida's unique construction features and interchangeable parts allow quick, easy repairs with a minimum of "out-of-service" time.

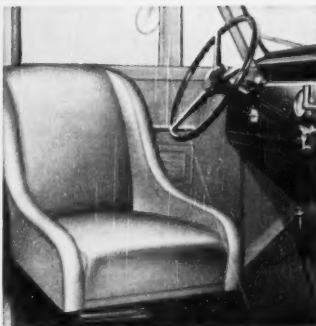
The extra-rugged Oneida Body is built to stand up under the hard daily grind over paved or rough roads. With every feature a safety feature Oneida challenges the consideration of school boards everywhere.

ROOMY, COMFORTABLE INTERIOR

Seat arrangements and window openings meet individual state requirements. Wide aisles and full 70" headroom allow rapid, unimpeded loading and unloading. All seats have web-type handholds to prevent accidents. Heavy, non-skid, ribbed aisle linoleum is an added safety factor. Continuous circulation of fresh air is maintained through roof ventilators. Air flow may be regulated by manually-operated grilles located in ceiling.



ENTRANCE DOOR • Wide, two-step entrance permits easy loading and unloading of students. Vertical edges of doors have soft rubber seals to protect children's fingers. A metal courtesy guard is between entrance well and right front seat.



DRIVER'S SEAT • It is adjustable up and down, backward and forward, to allow the individual driver easy reach of all controls. The deluxe swivel seat, which provides easy entrance and exit, is designed to combine safety with comfort.



LEFT REAR EMERGENCY DOOR (optional equipment) • This type emergency exit door is located in the left rear quarter of the body and permits a rear seat across the full width of the body. This door is equipped with a three-point safety releasing mechanism.

BUY ONEIDA

*America's Finest
School Bus Body*



CLIP AND MAIL TODAY

SCHOOL BUS SALES DIVISION
Oneida Products Corporation, Canastota, N. Y.

Gentlemen:
Please send me complete information and specifications on Oneida Safety School Bus Bodies.

Name _____
Address _____
City _____ Zone _____ State _____
School District _____



**IT'S DAY-BRITE
IN AMERICA'S
SCHOOLS**

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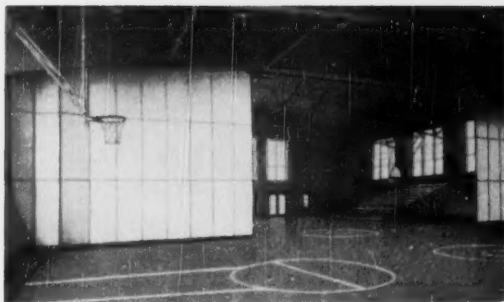
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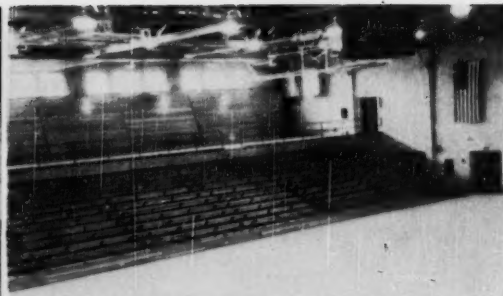


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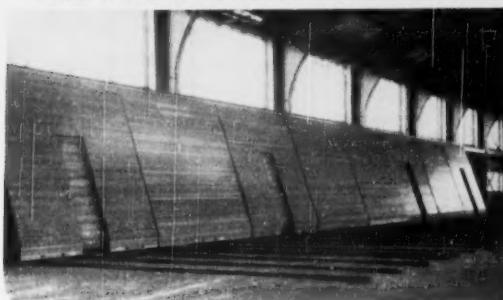
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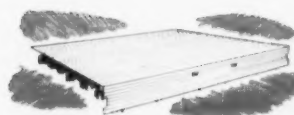


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Looking Forward

No Need for Accelerated Programs

ACCCELERATED programs were educationally bad for the students and harmful to the colleges during World War II. Such is the opinion expressed by many institutions, responding to a recent questionnaire sent out by the American Council on Education.

A cross-section survey conducted by the council reveals that the majority of American universities and colleges do not believe a compulsory, accelerated academic program is either necessary or desirable at the present time.

Some of the institutions suggested that optional plans be devised so that students can complete their education in a shorter period if they so desire. This would include longer and more intensive summer sessions and permission for highly qualified students to advance more rapidly than the traditional program allows them to. None of the replies favored the reduction of requirements for graduation.

All of which seems to be another way of saying that a college education is something more than reading books, listening to lectures, and taking examinations. A four-year college program should mean a full four years of living and growing in an atmosphere of learning—four years of experiences in which the individual makes the most of opportunities to acquire skills and competencies, to build friendships, and to store up the power of knowledge. Any shorter program is proportionately a shorter measure of these potential benefits.

Is It Ethical?

SPONSOR of a unique contest in a considerable number of public schools is the organization known as Freedoms Foundation, Inc. It also grants cash prizes, medals and certificates of award to individuals, publications, industries and other groups. The list of recipients of such awards includes an increasing number of men in higher education.

Freedoms Foundation carries the endorsement of men in high places. But when representatives of organized labor emphatically and persistently express distrust of the organization, the question arises as to whether the sponsorship of Freedoms Foundation contests in the public schools is entirely ethical.

The grist of news during the past several weeks included some items that you probably did not find in your local press, such as the following excerpts from releases of the official news agency for the C.I.O. and A.F.L.:

"Valley Forge, Pa. (L.P.A.)—Four labor publications have rejected prizes awarded them in the second annual awards made by the anti-labor Freedoms Foundation on Washington's birthday. They are: the *American Federationist*, official A.F.L. publication; *Light* edition of the C.I.O. News, published monthly by the C.I.O. utility workers; *Electrical Workers' Journal*, monthly of the A.F.L. electrical workers, and *Machinists' Monthly Journal* of the A.F.L. machinists.

"William Green, A.F.L. chief, turned down the first prize for union publications given the *American Federationist*, and other editors involved termed the awards embarrassing."

"L. O. Thomas, editor of the *Machinists' Monthly Journal*, said he had heard about his magazine's third prize only in an unofficial way. 'I'll have to survey my patriotism a little closer,' Mr. Thomas continued. 'If they put their stamp of approval on it there must be something wrong with it.'"

"William J. Pachler, C.I.O. utility workers' secretary-treasurer and editor of *Light*, was blunt in his rejection of a second prize. 'My research clearly shows me,' Mr. Pachler wired, 'that as a believer in the aims and aspirations of labor and as an elected officer in the Utility Workers Union-C.I.O., I cannot accept the medal or award. . . . A number of the past awards indicate that there exists a very definite difference of opinion on economic matters between the objectives of Freedoms Foundation and those of the U.W.A. and C.I.O. This decision has been concurred by officers of my own unions and national C.I.O. officials.'"

With the official wording of the credo of Freedoms Foundation, this editorial does not differ (but we prefer to make our own interpretations). The sincerity of men in public life who participate in its program, we do not question. The fact that labor is highly critical of some of the methods and policies of the organization, we cannot ignore. If the public school is for all the children of all the people, including the children of the laborer, then the school board must be certain that the sponsorship of a Freedoms Foundation contest in its schools is above suspicion.

The Freedoms Foundation awards program for schools is unique. It stimulates competition between schools and school systems for the expression of ideas which the foundation favors. According to its 1950 announcements, "any program designed to teach pupils the fundamental

principles of the American Way of Life as stated in the Credo of the Freedom Foundation—oral, written or visual—developed and undertaken in any grades from kindergarten through high school is eligible.

The winning schools in the 1950 contest received Freedom Foundation honor medals and were awarded "Freedom Libraries." These libraries were to be chosen by the superintendents in the systems that were judged as having the "best school programs." One teacher and one pupil from each of the winning school systems were offered an expense-paid trip to Valley Forge, where they received the "Freedom Libraries" on behalf of their school systems.

States Kenneth D. Wells, executive vice president of Freedom Foundation: "You will particularly note that the school awards program does not tell anyone what to do or how to do it—it merely says that here is the way for the best work to be recognized. Doing this, we believe, will give great encouragement to create new material, launch new programs, and bring about a better understanding of our way of life, based on a fundamental belief in God, on our constitutional government designed to serve the American people, and on our individual bundle of political and economic rights and responsibilities. The foundation's credo is the basis of judging."

True, the foundation does not tell the school "what to do." Instead, it says, in effect: Tell us what you are doing; we'll select a jury and set up a system of awards to show our approval or disapproval.

Two of the planks in the foundation's credo are worded as follows:

Right in the services of government as a protector and referee.

Right to freedom from arbitrary government regulation and control.

Does it take much imagination to realize that liberals and other citizens might not entirely agree with the foundation's understanding of "protector," "referee," and arbitrary government regulation and control?

It would be the same as if the Baptists, Roman Catholics, or any other religious group were to sponsor a contest among public schools for the best interpretation of the dogma of their church. Similarly, the question is whether the public schools should promote the specific interpretations of Freedom Foundation. Both situations involve indoctrination of ideologies, not the principles upon which Christianity or our American government is based. The problem is whether the public school should be used in any privately sponsored campaign to promote controlled interpretation of religious, economic or political dogma.

Let the public school seek approval from all the citizens in the community it serves through legal democratic channels rather than compete for the endorsement and rewards of a self-appointed, self-perpetuating group.

No Greater Challenge

PUBLIC relations has no greater challenge than to create an understanding of what tomorrow's school and the new teacher ought to be.

Aimed at Social Sciences

AN ATTEMPT to take away from the local school board the control of the curriculum has again been introduced into the Illinois legislature. Known as the McClintock Bill (HB. 93—state inspection of textbooks), the proposed legislation would set up an "evaluating committee to review all teaching materials which are used or which may be used in the public schools" [in the social science field]. The committee would be appointed by the state superintendent, who is instructed to "employ such number of qualified personnel as he deems necessary."

Under the terms of the same bill, the state superintendent (who is elected on a partisan political party ticket) would be held responsible for "supervising the evaluation and classification of all teaching materials used in courses of instruction in the social sciences in the public schools."

Another section of the bill requires that textbooks "shall not be changed for five years and shall be used *exclusively* in all public high schools and all elementary schools." This confusing wording can be interpreted as ruling out the use of any other reference or instructional material.

States Irving F. Pearson, executive secretary of the Illinois Education Association: "We are definitely opposed to HB. 93. We feel that any investigations of seditious activities that need to be made may be done by agencies now provided by the law; consequently there is no need for the setting up of a special commission for the purpose."

Resolutions of the state association declare:

Our American schools should teach about communism and all forms of totalitarianism, including the principles and positions of the Soviet Union and the Communist party in the United States. Teaching about communism does not mean advocacy of communism.

Members of the Communist party shall not be employed in our schools. . . . The whole spirit of free American education will be subverted unless teachers are free to think for themselves. The association's legislative plank calls for opposition to any legislation curtailing freedom of discussion and study or legislation which interferes with citizenship activities of teachers and is not applicable to responsible citizens in general.

Fanatics

DO YOU think I'm a fanatic?" The question punctured a sharp flow of conversation in which the individual had been describing her fight for a principle.

"Yes, you are," was the reply. "You're the kind of fanatic that public education needs, the kind of administrator who will not compromise for the sake of security or personal advantage."

"Why, then," she asked, "are there so few fanatics like me, so few people who have the courage to stand up against the majorities, to face criticism for a cause they know to be right?"

"Will someone please answer the lady?"

The Editor

THE NATION'S SCHOOLS

Korea on the Air. These high school students at Elizabeth, N.J., discuss whether UN forces should move across the 38th parallel.

MY FATHER says Herbert Hoover should be President today.

"You're crazy! My father says Herbert Hoover doesn't know what he's talking about. We have to send troops to Europe."

A heated argument like this has given many a social studies teacher a bad case of the jitters.

"Now, boys, let's get back to the Constitution," he says, and shudders at the thought of these young debaters going home to report over the family supper table. If he didn't stop such bickering at the start, at least two strong minded fathers might get one sided reports on the arms-for-Europe argument.

It's too bad because when a pupil feels strongly about anything the teacher should be able to harness that enthusiasm. Children are always more willing to talk about the morning paper—or last night's commentator—than about a dull textbook.

The teacher sighs and opens the book. The debate would have fitted into the lesson, too. What an opening for an assignment! "All right, fellows; you pick out a committee to run through the Constitution and see if Mr. Truman really has the power to send troops to Europe."

In the schools at Elizabeth, N.J., he could say that, and he'd have the enthusiastic backing not only of the board of education but also of the community at large. "A Policy for the Handling of Controversial Issues" was adopted by the Elizabeth Board of Education last June, and that policy was written by citizens as well as by teachers and board members.

Work on the policy began early in 1950 in the curriculum advisory council, a group of 25 citizens, teachers, administrators and board of education members. The breadth of its membership gives the council wide contacts in the community, and a feeling of the need for such a policy came to it through the queries of parents and teachers.



A policy for handling

CONTROVERSIAL ISSUES

in the classroom

J. HARRY ADAMS

Superintendent of Schools
Elizabeth, N.J.

GERALD RAFTERY

Librarian, Lafayette Junior High School
Elizabeth, N.J.

For nearly four months the council worked at the problem. A subcommittee of five held more than a dozen meetings before bringing a draft before the full group. The organization does not operate on a voting basis, and this sometimes slows down the progress of its work, but the strength of almost unanimous agreement is worth the time spent in achieving that goal.

No member ever voiced an objection to the idea of adopting a policy, but the job of reaching an agreement on the scope and methods and phrasing of the plan took many hours of discussion and exploration and compromise.

In April the policy was finally submitted to the board of education by the superintendent of schools, who is an ex officio member of the council. A



committee of the board spent more time in testing and modifying its provisions, and in June the policy was formally adopted by the full board and written into the minutes as the official policy of the school system.

Then came the next phase of the problem, and one that is still continuing—the publicizing and step-by-step explanation to the community at large. It began with newspaper publication and the distribution of copies of the plan to teachers and key members of parent-teacher associations, service organizations, and other interested groups.

It continues in the day-by-day application of the policy in schoolrooms all over the city. The key to this unending job is, of course, the classroom teacher and the daily use he makes of the plan in his work. The secondary schools are naturally the area (we might almost say, the arena) in which the policy is being proved. But its effects are being felt widely throughout the entire system.

It gives every teacher a feeling of security to know that a policy has been laid down. It is a form of psychic insurance. A controversial topic is no longer a hot point to be discarded before your fingers are burned. It becomes a solid and nourishing addition to the course of study, although prudence always dictates that it be cooled off before it is used.

The need for such a policy was more than community-wide. Since the adop-

Above: Citizens question students about their findings in a community-wide survey.



Right: Students interview Florence P. Dwyer of New Jersey legislature on U.M.T.

tion of the plan more than a hundred inquiries have come in from all over the country requesting copies. Martin Essex, superintendent of schools at Lakewood, Ohio, and chairman of the N.E.A. committee on tenure and academic freedom, asked for copies to distribute to his committee at its meetings.

Apparently the Elizabeth controversial issues policy is the first of its kind

that has been planned on an actual rather than a theoretical basis. Through the alertness of the members of its curriculum advisory council and other citizens, Elizabeth has been provided with an excellent defense against unpleasant notoriety and disturbed routine. It has gone out to meet a problem, instead of waiting for the problem to burst into noisome and unpleasant publicity.

For those who may wish to inaugurate such a policy of their own, some detailed steps may be of interest. The full curriculum advisory council was guided in outline by "A Statement of Principles and Policies for the Teaching of Controversial Issues in Schools," adopted by the New Jersey State Board of Education in December 1949. The full council also studied and discussed "Civil Liberties of Teachers and Students," a pamphlet of the Civil Liberties Union, and "Teaching of Controversial Issues," a publication of the proceedings of the Junior Town Meeting.

The subcommittee, which was composed of a citizen, a high school teacher, a junior high school principal, a supervisor, and the chairman of the council, then proceeded to further study. It made inquiries and circulated questionnaires among a number of cities and found that many of these had shied away from a consideration of the issue. Some cities had drawn up statements of policy but had never adopted them because of a fear of the implications inherent in the plan. In many cases the spadework had been only semi-official in character. We learned a great deal from these efforts.

When a draft of the policy had been drawn up, copies were sent to all members of the curriculum advisory council for study and written comment. The criticisms and suggestions were consid-

ered and incorporated in further committee meetings, and then a final draft was taken up with the full council.

After the policy had been cleared by the board of education, the first steps were taken in practical application. By the end of September 1950 every school had discussed the policy in a faculty meeting and received a full explanation of its scope and limits. All social studies teachers had met to consider the plan, stressing not only what they could do under its provisions but also what they should do to make the

most valuable use of its suggestions. The division of instruction issued two bulletins on the teaching of current events, with a heavy stress on the possible use of current controversial issues. One of these was directed to the secondary school, and the other adapted much of the material of the first and accented its applications to the elementary grades.

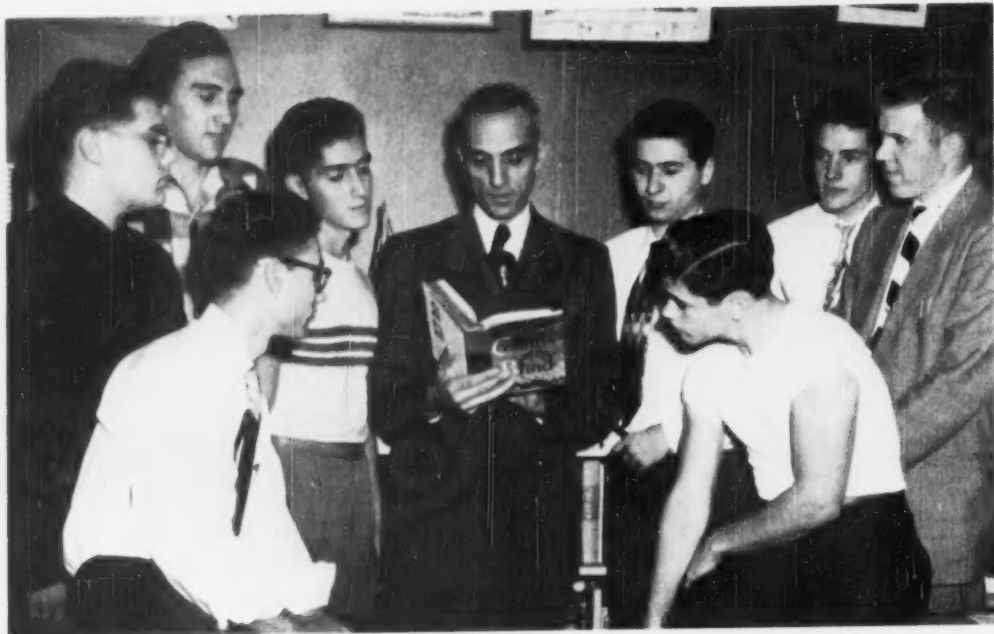
Throughout the supervisory program, emphasis was placed on the rudiments of handling controversial issues: the use of discussion in the lower



Above: Students talk with A.A. U.W. president, Mrs. Dennis Shea, about some community problems.



Left: Here the students talk county and state political issues with the sheriff.



Those who can see talk about those who can't—a class discussion on Russia.

grades to allay fears and worries, the necessity of building up the habit of democratic discussion in children's early years, the important rôle of the teacher in establishing an atmosphere of calmness in which discussion can take place objectively.

Some quotations from the policy give the nature and range of its provisions.

From the opening "General Statement": "Freedom of discussion under trained supervision in the classroom instills in growing minds the habit of evaluating all aspects of controversial issues and tends to offset the impact of subversive influences. It is the duty of the public schools, therefore, to include the study and discussion of controversial issues as part of the curriculum."

Under "The Criteria for Determining the Appropriateness of Controversial Issues for the School Curriculum" are the following:

"The treatment of the issue in question should be within the range of the knowledge, maturity and competence of the students."

"There should be study materials and other learning aids available from which a reasonable amount of data pertaining to all aspects of the issue may be obtained."

"The issue should be current, significant, real and important to student and teacher. Significant issues are those which, in general, concern considerable numbers of people, are related to basic principles, or, at the moment, are under consideration by the public press and radio."

The policy includes under "Responsibility of the Teacher":

"The teacher is responsible for creating in the classroom an atmosphere of freedom for students to raise questions dealing with critical issues of the time and for maintaining an atmosphere conducive to the free, spirited and friendly interplay of ideas."

If the teacher does not feel qualified for an exploration of a controversial issue, he should guide the pupils to the proper sources and qualified persons who can help them in arriving at their own opinions, based upon facts.

"The importance of the authenticity of facts and the purpose for which they are gathered must be stressed. Propaganda, in any form, should be clearly identified as such by teachers and students, and its intent should be clearly understood."

Under the heading "Responsibility of Administration" the policy lists several assumptions:

"That the teacher is competent to handle controversial issues in the classroom within the fields of his preparation and training only."

"That citizens have the right to suppose that controversial issues are being presented fairly and to protest to the board of education if convinced that unfair, biased or prejudiced presentations are being made."

It lists also a direct responsibility of administration:

"No individual or group may claim the right to present arguments directly to students in the schools. . . . The teacher, with approval . . . should feel free to invite representatives of various viewpoints to discuss issues."

Finally, a most important point is listed under "Selection of Materials":

"Whenever publications or materials which are suspected of not clearly, fully and truly presenting the truth are received by teachers, administrators, principals or librarians, such materials shall be submitted to the curriculum advisory council for review. . . ."

The Elizabeth controversial issues policy is not submitted in any sense as a panacea for subversive pressures. Our thought, however, is that the policy and public understanding of it may serve as a prepared position from which basic American rights and responsibilities may be successfully defended.

THEY WANT TAILORED SCHOOLS

"We have already seen too many cases in which honest and thoughtful educators have had to yield precious ground to self-appointed protectors of the public interest. It is no longer education when curriculums and course content are tailored to meet the special demands of whatever private groups happen to be most vocal in the community."

Congressman Frank Buchanan

Chairman, House Select Committee on Lobbying Activities

ROBERT A. SKAIFE

Field Secretary
N.E.A. Defense Commission

RECENT radio broadcasts by Fulton Lewis Jr., nationally known commentator, over the MBS network have directed attention to the *Educational Reviewer*, a quarterly publication which, in his words, "gives a factual, objective analysis of individual school and college textbooks in simple lay language, picking out propaganda portions and pointing out meritorious portions as well." In two of these broadcasts Mr. Lewis began with these comments: "Now getting around to our study of un-Americanism in the textbooks of the schools and colleges of the nation..."¹ and "By way of resuming my report to you, ladies and gentlemen, on the infiltration of un-American propaganda into the school books of the nation..."²

When so widely known a commentator as Mr. Lewis joins forces with those who are charging that textbooks are infiltrated with un-American propaganda, it is well to take a look at (1) the educational structure of our public schools and its relationship to the public; (2) the organization making the charges, and its motives for doing so.

To my knowledge, no mention was made in these broadcasts of the par-

ent organization, the Conference of American Small Business Organizations, which sponsors the *Educational Reviewer* through its committee on education. Editor of the *Reviewer* is Lucille Cardin Crain, co-author of the booklet, "Packaged Thinking for Women," which suggests that there is a collectivist attempt under the executive branch of our government to send forth "packaged thinking" to a number of women's organizations in the United States.³

ATTACKS CAREFULLY TIMED

Interested observers who have followed closely the pattern of such groups as Zoll's National Council for American Education⁴ in directing attacks against public schools have noted the tendency for them to do their "hell-raising" in communities where a bond election campaign for sorely needed school construction is being waged. Although the leaders of such national groups would deny emphatically the charge that they are attempting to de-

¹Crain, Lucille Cardin, and Hamilton, Anne Burrows. *Packaged Thinking for Women*. National Industrial Conference Board, Inc., 241 Park Ave., New York 17, N.Y.

²Allen A. Zoll is executive vice president of the National Council for American Education, a "front" organization not to be confused with the American Council on Education or the National Education Association.

feat a bond issue for schools, the fact remains that in numerous communities the timing of attacks in relation to bond issues is more than just a coincidence.

Unfortunately, the citizens of a community are generally unaware of the forces behind these groups that seek to undermine confidence in a sound modern program of education. This situation probably was true in Port Washington, N.Y., where, on February 2, the citizens read in the *Port Washington News* a front-page announcement: "'Pink Tinged' Textbooks to Be Discussed."

When the story which followed announced that Lucille Cardin Crain would be guest speaker before the local civic association, known as the Port Washington Education Association, on the following Monday evening, how many citizens knew that the *Reviewer* was sponsored by the Conference of American Small Business Organizations? If they did know it, were they curious as to the reason a business organization would interest itself in reviews of textbooks? If Mrs. Crain had been sponsored by a labor or a religious organization, what would their reaction have been?

BOND ISSUE BEFORE VOTERS

In this residential seashore community, located on Long Island some 20 miles from New York City, the post-war period has been marked by a growth in population. With a reputation for good schools to maintain and swelling enrollments to take care of, school officials a year ago through a bond issue made plans for three additional elementary schools. Before the plans for the new buildings were com-

³Broadcast over Mutual Broadcasting System network, Dec. 27, 1950, at 7 p.m.

⁴Broadcast over MBS network, Nov. 27, 1950, at 7 p.m.

pleted and contracts could be let, rising prices made the original bond issue inadequate. Thus the need for another bond election arose in Union Free School District No. 4, and the voting date was set for March 5, 1951.

On the evening of February 5, just one month prior to the election date, a large audience gathered to hear Mrs. Crain discuss the topic "Have Textbooks Used in Our Schools Taken on a Pink Tinge?" Program Chairman Bob Darling, as quoted in the *Port Washington News*, stated: "Mrs. Crain in her rôle of editor analyzes school textbooks used in social studies in order to discover and focus attention on those that are flavored with communistic propaganda and possess a pink tinge."

During the discussion period following her talk, Mrs. Crain was vigorously challenged by two local residents: Louis Engel, a former reporter and editor, and Malcolm A. Vendig, New York manufacturer. An argument started which was to become a battle in the press during the following weeks.

BATTLE IN THE PRESS

In the next issue of the *Port Washington News*, Columnist Joy Plunkett commented, "Looks as if Mrs. Lucille Crain, who stirred things up something terrible at the Educational Association session Monday, should get a dictionary and look up the difference between communism and collectivism. What started out as a calm meeting soon turned into a valid commentary on American principles."

In the same issue both Mr. Engel and Mr. Vendig took Mrs. Crain to task in letters sent to the editor. The former remarked that Mrs. Crain used the words communism, collectivism, and New Dealism as though they were interchangeable. Mr. Engel's statement contained the following significant point: "Mrs. Crain acknowledged that she disapproved of economic and social legislation enacted during the last 25 years. In view of this, who should be considered subversive, the writers of the textbooks which took note of this legislation, approved by a majority of the people, or the editor of the *Educational Reviewer*, who sought to attack it by mislabeling it communism?" Mr. Engel summarized his opinion by saying in his letter that many people were gravely disturbed by Mrs. Crain's talk because they felt that it was designed to undermine the community's faith not only in its textbooks but also in

its teachers, administration and school board.

Mr. Vendig's letter criticized Mrs. Crain's talk by stating that the substance of it was that anyone who advocated a change in our social or economic pattern is guilty of subversion. This "equating of communism with anyone who suggests a change in the social or economic order" disturbed Mr. Vendig, who pointed out that change within our democratic government is not contrary to the spirit of our American forefathers.

(Mrs. Crain, in a letter published in the *Port Washington News* on February 16, denied that she had equated communism with anyone who suggests a change in our social or economic order. But she wrote: "I did, however, intend to demonstrate that the creeping collectivism from which the country has suffered for some years is undeniably a trend toward socialism or some form of Marxism.")

To drive home his main theme, "Progress is not subversion," Mr. Vendig quoted the following passage from Thomas Jefferson:

"Laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths disclosed, and manners and opinions change with the change of circumstances, institutions must advance also, and keep pace with the times. We might as well require a man to wear still the coat which fitted him when a boy, as civilized society to remain ever under the regimen of their barbarous ancestors."

CRITICISM, YES—BUT

No responsible education leader wants or expects public education to be immune from criticism. He does expect the criticism to come from responsible sources and to be justifiable in terms of the welfare of the entire community. School people will not approve of the type of activity carried on by CASBO. They will not deny, however, the right of CASBO to send out the *Educational Reviewer*. Neither should CASBO object to statements such as this one, which criticizes the nature of its influence on textbook selection.

It is the duty of school officials in a democracy to make sure that the views of all reputable groups in the community are represented. Were the federal government to step in and determine

the selection of textbooks on the local level, the act would be regarded as an unjust encroachment of the federal government on the powers of the local board of education. CASBO officials would object, as citizens in general would, to such action. Yet CASBO leaders have in effect constituted themselves self-appointed experts to determine which textbooks are proper for a local board to select and which are not!

Social studies teachers trained to deal with controversial issues utilize numerous textbooks, pamphlets, circulars and other source materials; they try to develop in their students the concept that no one text is a final authority. Is not the inquiring mind, the mind that analyzes carefully, the ideal toward which the social studies teachers should strive? Do we develop that kind of mind by setting up taboos?

BIRTH OF A PUBLICATION

Some idea of how the *Educational Reviewer* came into existence may be had by examining the resolutions passed at the ninth annual session of the Conference of American Small Business Organizations in Washington, D.C. The following statements, quoted from the resolutions, indicate their pattern of thinking:

"Left-wing educators known as Frontier Thinkers have in recent years sought to reconstruct our educational system with the avowed purpose of bringing about a new social order based on the principle of collectivism or Marxism."

"To this end these educators have secured the adoption of textbooks which are essentially documents of propaganda with the aim of changing the climate of opinion in the United States."

"The Conference of American Small Business Organizations assembled emphatically condemns the perversion of our educational system through so-called social science courses and the neglect of instruction in history, geography and civics."

"The Conference does hereby urge its members . . . to ascertain whether American history is being well taught and whether un-American textbooks are being used."

A reading of several issues of the *Educational Reviewer* indicates that the approach which appears to be used is to search through textbooks con-

The *Educational Reviewer*, July 15, 1949, p. 6.

cerned with controversial issues for sentences or ideas reflecting what the *Reviewer* would call "collectivism."

The first page of the periodical usually carries an editorial stressing the dangers of textbooks which insinuate socialistic or collectivist interpretations into the uncritical minds of school youths. If the careful reader were to digest the contents of several issues, he would easily conclude that the editor and staff believe that too many school textbooks are spreading a type of propaganda unfriendly to business.

In one issue of the *Educational Reviewer* an index of titles of books reviewed was presented. Fourteen out of 18 books which were annotated were negatively criticized. Some of the typical comments which indicate the underlying pattern of criticism were as follows: "undermining the principles of private enterprise," "slanted arguments and data by governments," "indoctrinating its people toward a socialistic state by the surreptitious presentation of half-truths under the guise of education."

Speaking before the American Political Science Association on Thursday, Dec. 28, 1950, Congressman Frank Buchanan, chairman of the House Select Committee on Lobbying Activities, pointed out that the schools of the United States have become a special target for long-range pressure politics, the aim of which is "nothing less than the establishment of their views [the views of such groups as the Conference of American Small Business Organizations] as the ultimate standards of orthodoxy, both in education and more generally."

Educators are willing to believe that, for the most part, business, labor, agriculture and other groups sincerely want to be helpful in the appraisal of public education. The attitude and activities of CASBO, or of organizations like CASBO, should not be interpreted as representative of the prevailing attitude of business, large or small, toward the schools.

Neither is this discussion concerned with the relative merits of textbooks, a problem that properly belongs to the local school board and its professional staff. The publisher of the *Port Washington News* recognized this principle in an editorial which appeared in the March 9 issue: "... Let our local authorities determine the issue insofar as the material in the books used by our own schools is concerned."

¹Ibid, pp. 6-7.

If there was a movement behind the scenes in Port Washington to influence adversely the outcome of the special bond election on March 5, 1951, it failed. The people of Port Washington listened to Allen A. Zoll a year ago and to Mrs. Crain this year and voted by a margin of more than 3 to 1 in favor of the additional \$85,000 needed to carry out the original building program for three elementary schools.

What does the Port Washington experience point up? Certainly the issue

"He who dares suggest that something in our Constitution needs changing is guilty of treason"? If millions of Americans agreed with him, democracy defined as "the free flow of ideas" would be nonexistent.

The life blood of education is the freedom to inquire. With due recognition of the dangers to the safety of this nation, both from without and from within, most citizens are willing to accept sensible restraints which our government deems necessary. In this

"Pink Tinged" Textbooks To Be Discussed

Education Editor Will Be Speaker At Meeting Monday

The topic, "Have Text Books Used in Our Schools Taken on a Pink Tinge" will be discussed at the meeting of the Port Washington Education Association to be held in the Senior High School on Monday evening at 8:30. Bob Darling, program chairman last night announced that Mrs. Lucille Craine, editor of the *Educational Reviewer* will be the guest speaker.

"Mrs. Craine in her role of editor analyzes school text books used in social studies in order to discover and focus attention on those that are flavored with communistic propaganda and possess a pink tinge Mr. Darling said.

"Another... her work those...

Front page news story in Port Washington daily of February 2 shows advance publicity on Mrs. Crain's talk. A school bond issue was soon to be voted on so the public was particularly alert to the propaganda.

is not the matter of the right to criticize, or of the right to bring in propagandists from outside the community. The issue is that of protecting the interests of the public schools, which belong to all the people, from selfish interests that would cheat children by thought-control devices misrepresented as "the American way of life."

A critic of public education who recently spoke on a weekly radio forum in Chicago stated that we have in this country certain traditions not subject to reexamination and added that it is wrong to examine "every fundamental of this country." Would he add this:

process, however, precaution must be taken to protect basic civil rights.

A recent statement from Attorney General McGrath cautioned against smearing with the label of communism "the thinking of unorthodox thoughts, or the writing of non-Communist words." The loose application of the words "subversive" or "collectivist" to textbooks with the idea of getting the books labeled "un-American" is, to use the attorney general's phraseology, "to abridge beyond reason our tradition of democratic freedom."

"Reds Under Control Here, McGrath Says," article in Washington Post, Sunday, Jan. 14, 1951.



SPECIALIZED OFFICE TRAINING



A JUNIOR COLLEGE MASCOT



COMMERCIAL PHOTOGRAPHY

For every youth **TWO YEARS OF COLLEGE**

JOHN LOMBARDI

Dean of Instruction
Los Angeles City College

WITH seven junior colleges functioning and with several more projected, the Los Angeles City Junior College District may soon achieve its ideal of offering every high school graduate the opportunity for a junior college education within commuting distance of his home. When this goal is reached, Los Angeles will accomplish on a local basis what others are doing on a statewide basis.

Few cities or local school districts have more than one junior college. Pasadena, also in Los Angeles County, and Contra Costa County, California, have two each; Chicago, three; New York City, two; but one of them is operated by the state, and several cities, including Little Rock, Ark., Kansas City, Mo., Kansas City, Kan., St. Louis, and San Antonio, where segregated schools are maintained, each have two. Of the 16 junior colleges established in California between 1944 and 1949, five are within the boundaries of the Los Angeles district. During the same period only a few states added more junior colleges than Los Angeles did. Ten new junior colleges were organized in Texas, eight in New York, and five in Illinois. The other 50 new junior colleges were scattered among 14 states.

Although Los Angeles today leads the nation's school districts in the number of junior colleges, it has in the past lagged behind many districts in the

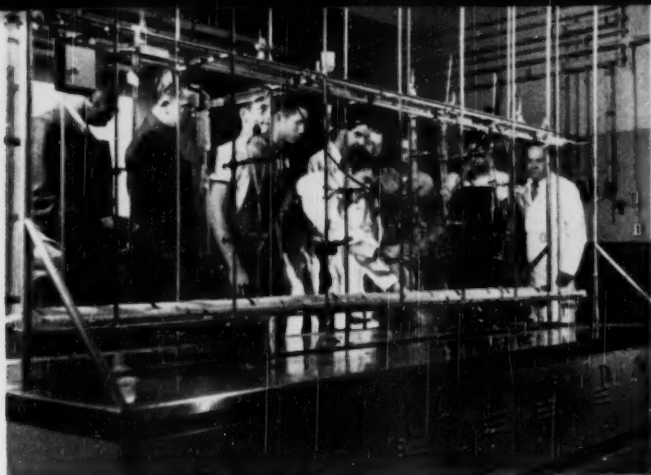
proportion of population attending junior college. In 1949 the Los Angeles Board of Education estimated that five neighboring districts, Long Beach, Compton, Santa Monica, Pasadena and Glendale, had more students per 10,000 population. The highest ratio was 207 for Long Beach, the lowest, 101 for Glendale, as compared with 84 for Los Angeles. The low ratio for Los Angeles was correctly attributed by the board of education to the absence of junior colleges near the homes of youths.

For many years large numbers of Los Angeles high school students have been attending neighboring junior colleges rather than the local junior colleges because the former were within commuting distance. Topographical barriers and the absence of adequate rapid public transportation facilities isolate certain communities in the district so that students living in these communities find it easier to attend

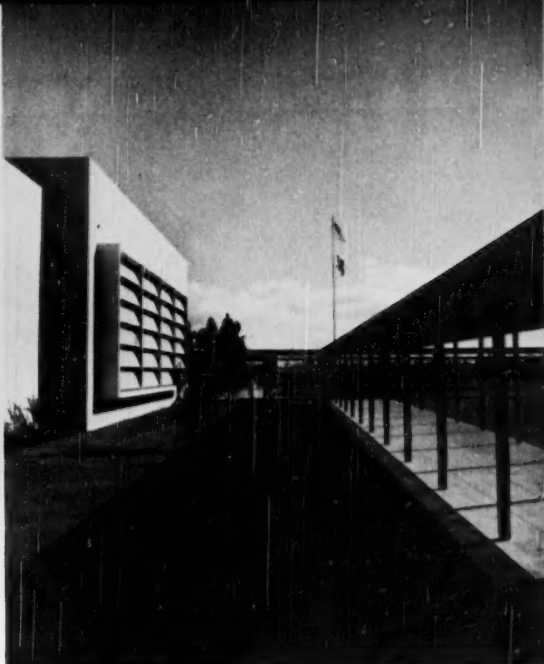
the five junior colleges just outside the district. These districts, by contract with the Los Angeles Board of Education, admitted more than 2200 Los Angeles students to their junior colleges during the school year 1949-50. In one of these junior colleges there were 881 Los Angeles students and in another 681. During the same period three Los Angeles junior colleges had enrollments of 755, 581 and 504 respectively. The implications of these facts left little room for debating the

Two movie starlets, Terry Moore (left) and Roddy McDowell, register for their classes at Los Angeles City College, which is the one located in Hollywood.





PETROLEUM REFINING COURSE



HARBOR JUNIOR COLLEGE

within commuting distance

of his own home



question of the need for more junior colleges if the district was to serve the college-age youth of the area.

The Los Angeles City Junior College District is one of the largest school districts in the nation. It includes, besides the city of Los Angeles, more than 10 cities or towns and a few unincorporated county territories. Together these communities cover 828 square miles and contain more than two and a half million people. The city proper has an area of 454 square

miles and a population of just under 2,000,000. A straight line drawn from the extreme northwest corner of the district in the San Fernando Valley to the harbor in San Pedro measures 45 miles; at its widest part, also in the valley, the district measures 30 miles.

Most sections are densely populated urban communities; a few are still predominantly rural. A fine system of highways and freeways radiating from the Civic Center in the city of Los Angeles will, when completed, partially compensate for the absence of a rapid public transportation system.

Over this large sprawling area are distributed the seven junior colleges. In the San Fernando Valley, once a fertile and rich agricultural and dairying area but now a rapidly growing suburban community sprinkled with industries, are two junior colleges. Pierce Agricultural, 25 miles northwest of downtown Los Angeles, and Valley, 6 miles closer to the city. To care for the anticipated needs of a population which is approaching the million mark, two more are planned for this area.

Southeast of this valley, on the other side of Cahuenga Pass, lie Hollywood and the central body of the school district. Here are located the nerve cen-

ters of commerce, finance, industry and government. Four junior colleges serve this area: City College in Hollywood, East Los Angeles, 6 miles east of downtown Los Angeles, and Trade-Technical and Metropolitan, close to the center of the downtown area.

Before the outbreak of the Korean hostilities, two more were planned, one in the southwestern, or Westchester, section and the other in the southeast, or Huntington Park, section. The plans for these junior colleges have been set aside temporarily but have not been abandoned. Sites have been selected, and some of the land has been purchased. Each will be located approximately 10 miles from the Civic Center of Los Angeles.

Directly south, connected with the main body of the school district by a narrow corridor 3 miles wide, spreads the harbor area in which industrial pursuits predominate. Oil drilling and refining, synthetic rubber manufacturing, shipping, shipbuilding and fishing are a few of the major industries located here. Agriculture and dairying, once a major contribution to the economic life of this community, are gradually being displaced. Harbor Junior College serves the educational needs of the relatively small population that resides there.

All seven junior colleges are truly community-minded colleges reflecting in their educational programs the needs of the students and of the com-





Above: Students square dance during a coeducational physical education class at Los Angeles Valley Junior College. Below: These sheep majors are at Pierce Agricultural College in the San Fernando Valley.

communities they will serve. Preparation for business, industry, agriculture, public service, and homemaking is emphasized in the vocational programs. In addition to the technical, semi-professional, trade and in-service programs, the preprofessional or university-parallel program is provided for that small but important group of students that will continue its education beyond the junior college.

Through general education offerings the junior colleges assume their share of the responsibility to inculcate in young men and women an appreciation of their duties as members of a family in the immediate sense and in the wider sense of the community, the state, the nation, and the world. To help the student achieve his objectives adequately, group and individual guidance services are fostered. Ever increasing in importance is the collegiate educational program carried on in the late afternoon and evening for the

adults of the community. In the fall of 1950, for the first time, the number of students in this program equalled the number in the day classes.

The junior colleges vary widely in size. The largest had an average daily attendance for 1949-50 of 10,058 full-time equivalents, the smallest, 504. Of the others, one had 4000, another 2000, and two had fewer than 800 each. These figures include late afternoon and evening, but not summer school, attendance. The actual number of students served is much larger than the average daily attendance, since it takes three or more part-time students to make one full-time equivalent.

NO GEOGRAPHIC BOUNDARIES

Each school draws its greatest attendance from students who live within close range. However, no geographic school attendance boundaries have been established. Since each school concentrates on some curricu-

lum specialties not available at the other schools, this freedom to enroll at any school is necessary. Consequently, any qualified resident of the district may attend any of the junior colleges.

Including summer schools and extended day divisions, the expenditures for the six junior colleges (Metropolitan had not then opened) during the 1949-50 fiscal year amounted to almost \$6,000,000, or an average of \$302.69 per student. An additional \$4,500,000 was expended for capital outlays, and close to \$2,000,000 was added to the reserve for the accumulative building fund. The gross revenues from which these expenditures were made amounted to approximately \$12,500,000, derived principally from district taxes (82 per cent), the state (11 per cent), and the federal government (5 per cent).

The assessed valuation for the district amounted to \$3,165,000,000, or a per capita full-time student valuation equal to \$162,684. The tax levied on each hundred dollars of assessed valuation amounted to 35 cents.

This far-reaching program undertaken by the Los Angeles City Board of Education will, when completed, remove economic and geographic barriers to college opportunities. The ultimate objective, as was stated before, is to establish a junior college within easy reach of every youth of college age. It will carry a step farther and upward the ideal voiced 50 years ago with respect to high school education. Another objective is to provide the widest variety of curricular offerings so that the human needs for educational services can be met wherever they are found without consideration of an individual's previous education.

In effect, this program will implement the goal expressed by the President's Commission on Higher Education, that the junior college provide "free and universal access to education in terms of the interest, ability and need of the student."



It can be lively:

ANNUAL SCHOOL REPORT

CHARLES O. RICHTER

Assistant Superintendent of Schools
Newton, Mass.



One R is for 'Rithmetic, says title of a revealing chapter in Newton's 1950 school report.

THE law [in Massachusetts] says there shall be an annual school report. Nothing in the law says that people must read it. Yet, without readers, a school report is a waste of administrative energy and public funds. Thus begins the most recent annual school report of the school committee of the city of Newton, Mass.

Traditionally, school reports have been written for the archives. Too often the result has been that such reports are seldom read by the average citizen. How to prepare a report that would entice readers was the \$64 question that faced the staff of the Newton public schools as it planned the 110th annual report.

It was agreed that the report should be "informal, that it attempt to capture the cooperative and personal spirit of the schools, and that it offer many glimpses of the child as he receives his education." The increasing number of school publications crossing our desks weekly in which other school systems told their stories in pictures tempted us sorely to use this medium for the school report. Being firm in the conviction that spritely prose is at least an equal match for the camera,



In format, school report is reminiscent of ubiquitous Reader's Digest.

we decided to use "words illustrated by drawings" rather than "pictures interpreted by words." And, besides, it's cheaper!

In a school system of 12,000 children, where the individual school, like

the individual teacher and child, has a large measure of autonomy, where the principal is the "superintendent of schools" in his district, no one person in the central office could write a report that would convey to the people a picture of the schools—their pupils, personnel, parents, program and plant. Accordingly, the 110th school report is written by the persons "in the trenches," the persons who know firsthand what is happening out where the educational program touches the child, namely, the teachers, secretaries, principals and parents!

School people generally are reluctant reporters and notoriously poor writers. Too frequently what they write sounds like the fish and game laws and is unintelligible to the man in the street. At a staff meeting, the purpose and nature of the report were discussed with principals, directors and supervisors. It was explained that articles should be 400 or 900 words long in order to fit the size of the paper used in the publication, which by Massachusetts law must be 6 by 9 inches. Articles should be factual, yet they should be interesting and attractive to the reader. The title should be brief and should possess reader appeal. The introductory paragraphs should use anecdote or dialog, depict a character in action or a dramatic incident, or begin with a well known name. The necessity for using common words of few syllables was stressed. Sentences were to be kept short and simple. The informal style of the *Reader's Digest* was to be preferred. Teachers, principals, parents and secretaries were invited to write up incidents in the lives of the schools and the pupils.

The 110th annual report is the re-



"Five Point Program Comes Alive," we read. Fifth grade finds school assembly the spot for singing, playing, dancing, listening, creating.



Six hundred parents come out to see what "Art Goes to Another Party" is all about. What they saw was an exhibition of children's art work—really modern.



sult of inviting anyone who had a story about what our schools are doing to tell it. The articles are all short, a page or two, and have crisp eye-catching titles with subtitles which further describe the subject of the article. For example, the report opens with an article by a sixth grade teacher entitled "Young People Explore Their World" (Subtitle: "An Elementary School Teacher Describes His Science Program"). A mother wrote an article on the PTA called "A Parent Speaks," and the first word in the article is "Hallelujah." Other titles are "A Door to the World Outside" (Subtitle: "The Public School System Teaches the Handicapped Child"); "Mr. Knowlton Goes to Washington" (Subtitle: "The Newton Teachers Federation Is an Important Agent for Good Schools"); "Teacher in Newton" (Subtitle: "Teachers Today Are Like Other People"); "Her First School" (Subtitle: "The School Staff Helps the New Teacher to Feel at Home"); "Take a Letter, Miss Jones" (Subtitle: "The Educational Secretary Is an Educator, Too"); "Nothing Too Hot to Handle" (Subtitle: "NHS Student Legislature Tackles Real Problem"); "One R Is for Reading" (Subtitle: "A

Good Reading Program Is the Result of Teamwork"); "Whoever Welcomed a Report Card?" (Subtitle: "The Report Card—1950 Edition—May Revolutionize Our Attitudes Toward Them"); and "Outside the Four Walls" (Subtitle: "Trips Afford Opportunities to Stimulate Learning"). Like the *Reader's Digest* the *School Report* has a supplement or book sec-



What would adult education be without a dressmaking class!

tion. This is devoted to the "Newton Junior College" (Subtitle: "An Educational Opportunity for Youth").

A feature of the magazine is the double center page entitled "We Are Happy to Quote." This contains quotations from magazines, newspapers and outstanding persons concerning events in the Newton schools which have been regarded as newsworthy. At the bottoms of pages, in smaller type, are brief anecdotes of human interest and a few humorous incidents from the classrooms. In the back of the booklet, in a separate section, are the statistical tables which display financial statements, enrollment and other data commonly found in the typical school report as prescribed by law.

The cover of the booklet bears a strong resemblance to that of the

Reader's Digest. An attractive classroom picture begins at the left edge of the front cover, as in the case of the *Digest*, and forms the back cover. The index is on the front cover. Inside, at the beginnings of articles, are sketches drawn by high school students.

The 110th annual report has been enthusiastically received. Originally the usual number of copies were sent to a modest professional mailing list. Requests for additional copies indicated that it was being read. More gratifying than this, however, was the local reaction to the report. A surprising number of citizens, who had for years received copies of the school report without comment, indicated that they had read this one by telephoning or writing to request additional copies or by referring to some article in the report in conversation with members of the staff.

Requests for additional copies, requiring a second printing later in the year, is testimony of the report's readability. Our experience with this report has reinforced three sound principles of school reporting:

1. It represents the efforts of a cross-section of the Newton educational scene, for the roster of contributors included pupils, parents and professional staff members. This alliance augurs well for the future of our schools. Logically, however, there should also have been contributions from the school custodian, and, hopefully, from the childless taxpayer. To have included them would have strengthened the report substantially. As Newton nears a population of 100,000, with all the problems that bigness invites, the report becomes one



Called "They Take to the Road," driver education is described.



Elementary school children evaluated a high school publication.



"TV—for better or for worse" concerns a committee of teachers.

more device for maintaining a personal, though massive, organization.

2. The nature of the articles reveals a number of outstanding practices in individual schools that were not known to the central office or to the teaching staff generally. Again and again practices show us and the general citizenry the personal and cooperative spirit of our schools, the extent of their concern, and their provision for the individual.

3. It has been demonstrated that people can be enticed to read an annual report. As educators we have only to recount the drama that transpires daily in the classrooms of our schools to provide the motivation. Our schools are alive with the principal actors: the children. So long as the stories we tell concern the program of education as it touches young people—for nothing really happens in education until it happens to them—and so long as our stories are told informally and in simple language, we can count on attracting readers.



The school library, 1951 model, is subject of another chapter.

(EDITOR'S NOTE: Before we went to press we asked the author some questions that may be raised by our readers. Here are our questions—and his answers.)

1. *Is this type of report a practical one for small communities?*

An examination of a sampling of annual reports of Massachusetts towns, selected at random, shows the average number of pages to be 51, with a range from 31 to 98. This indicates that smaller communities are already making a substantial investment and that cost, therefore, is not a major obstacle to their producing such a report. In the final analysis, however, the true cost of the annual report is the "cost per reader" rather than the "cost per copy."

The problem of editing this type of report will perhaps be greater in the smaller communities since there are fewer persons whose marginal time can be devoted to the task. This is a problem that need not be critical, however. Those who do the original writing should be carefully instructed beforehand as to the type of story and the style of writing that are expected. Our writers were referred to the *Reader's Digest* for examples of informal style and were provided with a list of suggestions to follow in the preparation of their articles. This tends to reduce the amount of editing that would otherwise be required. Every school system has at least one teacher of English who is willing and able to guarantee the grammar and do the necessary polishing.

2. *Would this type of report be too costly for a large city, where the distribution demands are high?*

The cost of the first copy of a publication is, of course, the highest. The cost of succeeding copies, however, declines sharply. While the cost factor would make prohibitive the publication of enough copies to blanket a city, sufficient copies could be printed to cover all of the key people in the community. Many other citizens might be reached by the local newspapers, which might carry the articles in serial fashion. This device widens considerably the circulation of the school report and should ease the problem of distribution demands which large cities face. The nature of the stories and the style of writing appeal to the harried newspaper editor, who is glad to have at hand a series of school stories, each constituting an independent and self-contained "package."

3. *How much is a reasonable amount to set aside in the school budget for the annual report?*

This is a question that each school system must answer for itself. A system that publishes its story once a year in the annual report will probably budget a sizable sum to cover the cost of a major publication. If, on the other hand, there is a continual flow



Teachers take lessons into the homes of physically handicapped.

of materials from the school system and from its individual schools, the burden placed upon the annual report is to that extent reduced. If the administrator is given the evidence that the school report is in demand, the knotty problem of finding adequate funds enters the happy realm of acceding to the public will.

While the unit cost of the recent annual report was slightly higher per copy than the cost of past reports, the Newton school committee believes that it's "cost per reader" and not "cost per copy" that counts.



Books are still top tools in English, but there are others, too.

C.P.E.A. in the MIDWEST

**How leaders are collaborating to
improve educational administration**

FRANCIS S. CHASE

Director, Midwest Administration Center
University of Chicago

SUPERINTENDENTS, state department of education officials, and college and university faculties in the Midwest are joining forces in a cooperative effort to bring about purposefully directed changes in educational administration. The changes being sought are those that will produce an educational program of the scope and quality essential to the present needs of the American people.

The mobilization of resources to bring about the desired improvements in educational administration is being undertaken through the Midwest Administration Center set up at the University of Chicago, under a grant from the W. K. Kellogg Foundation, as a part of the nationwide Cooperative Program in Educational Administration. The operations of the cooperative program in the Midwest are illustrated by the following examples.

School district reorganization may gain new impetus and move in new directions as a result of developments fostered by a conference to be held at the University of Chicago this spring. At this conference a group of educational leaders who have been studying the problems involved in school dis-

trict reorganization will attempt to pave the way for investigations that will reveal the effects of different types and sizes of school districts upon the educational program and upon efficiency of operation. Special attention undoubtedly will be given to discovering what kinds of district organization tend to promote desirable school-community relationships.

It is expected that four or five universities and a number of state departments of education will cooperate in gathering evidence and interpreting the developments attributable to various types of organization. The studies will be carried on in many local school systems with the cooperation of boards of education, superintendents and teachers. In many instances citizens' groups will participate in gathering and analyzing information. Coordination of the entire effort will be brought about through the Midwest Administration Center.

HELP FOR SCHOOL BOARDS

Another phase of the program that is just beginning to take shape is a project to assist school boards in achieving more effective performance

of their functions. This project, undertaken by the Midwest Administration Center in cooperation with Indiana University, is beamed toward the following objectives:

1. To identify useful approaches to the improvement of school board functioning.
2. To test ways of helping school boards to develop along the lines indicated as desirable.
3. To encourage school boards in as many communities as possible to embark upon systematic programs of studying their problems and improving their procedures for discovering and meeting educational needs.

The decision to engage in this undertaking was reached in a conference held at the University of Chicago in March. Certain proposals were presented by Dean Wendell W. Wright and Prof. Maurice E. Stapley of Indiana University. The conference was attended by Edward Turtle, executive secretary of the National School Boards Association, and by executive secretaries of four state school board associations, as well as by other educational leaders representing eight Midwestern states. Others attending were Henry Toy Jr., director of the National Citizens Commission for the Public Schools; Henry F. Alves and Truman M. Pierce, directors respectively of the University of Texas and the George Peabody College Cooperative Programs in Educational Administration; Maurice F. Seay, chairman of the University of Chicago Department of Education, and staff members from the Midwest Administration Center.

To advance the purposes set up, Professor Stapley, through an arrangement with Indiana University, will become consultant on school board functions and relationships and will devote himself during the year beginning July 1 to (1) initiating and stimulating needed studies; (2) conferring

Five men on executive committee of University of Chicago Center consider criteria for selection of projects: Herbert Emmerich, Bernard R. Berelson,

Chairman Maurice F. Seay, Ralph W. Tyler, Leonard D. White, and Francis S. Chase, director. Frank Bane and Theodore W. Schultz, not shown, also are members.



with state associations of school boards, school board members, and other educational leaders, and (3) exploring ways of assisting school boards in the development of their members. Dr. Stapley will be assisted by a small staff of research and clerical assistants.

The work will be carried on in close collaboration with the National Association of School Boards and the state associations of school boards. Through these associations, school board members will be encouraged to share as actively as possible in determining the problems to be studied and the other measures to be adopted. The necessary studies will be carried on largely by the school board associations and by cooperating universities and state departments of education.

HOW PROJECTS ARE SELECTED

The projects on school district organization and school board responsibility represent only two phases of the program that is emerging under the guidance of the Midwest Administration Center. Similar undertakings will be launched shortly in other aspects of educational administration, such as the administrator's rôle in the improvement of instruction and in relating education to community needs and resources, and studies of factors affecting staff morale and relationships with citizens' groups.

When the Midwest Administration Center was set up last fall, the director assembled a staff consisting of Earl E. Mosier, borrowed from the Michigan State Department of Public Instruction; John E. Baker, who obtained leave of absence from Ball State Teachers College, Muncie, Ind., and William L. Frederick, who had just completed the requirements for the doctor of philosophy degree at the University of Chicago, with a dissertation on school district reorganization in Illinois.

Next our small staff with the assistance of four professors of educational administration at the University of Chicago, began a series of exploratory visits to 13 states. In groups usually of two to four, we conferred with faculties of leading universities and colleges, staffs of state departments of education, and groups of school administrators to identify problems and weaknesses in educational administration, to explore ways of improving administration, and to discover what resources were available in the area. These exploratory visits served to ac-



Above: Dean J. B. Edmonson of University of Michigan discusses plans with Director Chase. Below: Earl E. Mosier, chief on consultant services; John E. Baker, assistant to the director, and William L. Frederick, research associate. Two graduate research assistants are studying map in the background.



quantify the staff of the center with a large number of educational leaders and to give us considerable insight into the chief problems being encountered in each state.

NEEDED STUDIES IDENTIFIED

As a result of these visits, tentative identification was made of seven types of studies essential to improvement of educational administration in the Midwest.

1. Examination of the comparative effectiveness of different types and sizes of districts, effects of reorganization on the educational program, and the evolution of the county as an intermediate unit.

2. Investigation of the effects on local school administration of state (and possibly federal) policies and services in regard to personnel, financing and school plant planning.

3. Status studies of the superintendent to reveal qualifications, processes of selection, salaries, tenure, functions performed, and problems encountered.

4. Studies of human relations aspects of educational administration, including school board-superintendent relationships, administrator-teacher relationships, morale studies, public relations, and effects of different types of leadership.

5. Studies of the administrator's role in the improvement of instruction, with particular reference to relating education to community needs and resources.

6. Evaluations of the provisions for in-service development of school administrators, including extension courses, workshops, conferences and consultant services.

7. Evaluation of programs offered by universities and colleges for the preparation of administrators.

SUPERINTENDENTS GIVE VIEWS

The next step was to obtain the reaction of larger numbers of administrators to the problems identified. A questionnaire was sent to a sampling of 10 per cent of the school superintendents in each of the Midwestern states. A similar questionnaire was sent to a representative sampling of principals. The administrators were asked to offer suggestions on measures needed to improve educational administration in their own states. In addition, they were asked to answer six specific questions.

The 318 responses tabulated to date show virtually unanimous opinion that

the seven types of studies suggested would contribute to the improvement of educational administration. When they were asked to indicate the studies they believed to be particularly significant, more than two-thirds of the respondents emphasized the importance of studies of human relations aspects of educational administration, including relationships between superintendents and boards, administrators and teachers, the professional staff and citizens. Almost as many emphasized studies of the administrator's role in the improvement of instruction. Other types of studies emphasized by well over half of those reporting included the effects of district reorganization and the evaluation of university and college programs for the preparation of school administrators.

In answer to the question, "What do you feel are the greatest needs for the improvement of educational administration within your state?" the number of responses in order of frequency were:

| | |
|---|----|
| Improved professional standards, better salary provisions | 85 |
| Reorganization of local districts | 59 |
| Better preservice programs for administrators | 55 |
| Improved provisions for financing | 45 |
| Better provisions for supervision | 41 |
| Improved public relations | 37 |
| Better in-service programs of education | 36 |
| Strengthened state departments of education | 35 |
| Broadened concepts of the function of the schools | 30 |

On the other hand, when the administrators were asked, "On what problems in educational administration do you personally feel the greatest need for help?" the replies in order of frequency were:

| | |
|---|-----|
| Obtaining improvements in instruction, curriculum revisions, and so forth | 110 |
| Improving public relations | 89 |
| Providing in-service training for teachers | 40 |
| Management of school plant equipment, transportation, buses and so forth | 38 |
| Obtaining improved financial provisions | 33 |

These responses, together with the accompanying comments and the firsthand information gathered in the exploratory visits, provided the necessary guidance in the determination of priorities. When these findings were re-

viewed, they were discovered to be in harmony with the proposal made by the University of Chicago to the Kellogg Foundation and the commitments made in accepting the grant. They were also found to lend themselves readily to the kind of cooperative approach that the University of Chicago has adopted as its policy.

PURPOSES AND PROCEDURES DEFINED

The major purposes of the Midwest Cooperative Program are:

1. To improve the basic programs for the preparation of administrators.

2. To bring within reach of administrators within the region effective programs of in-service education and to increase the availability and effectiveness of consultant services to administrators.

3. To foster cooperative study and research on critical problems related to educational administration.

To promote these purposes, the center at the University of Chicago offers resources to assist cooperating leaders and agencies to: (1) identify their problems and needs, (2) make surveys, field studies, and other types of investigation; (3) try out experimental approaches and procedures; (4) evaluate the effectiveness of existing and experimental practices; and (5) train school and community leaders.

The program of services will be closely integrated with the programs of investigation and education, so that research will grow out of demonstrated needs and be channeled into educational practices.

In general, the program will be advanced through the establishing of close working relationships with state departments of education, universities, colleges and associations of administrators. The cooperating agencies will develop their programs in collaboration with school administrators and will involve as many school systems as possible in programs of experimentation and evaluation. While the center will work directly with a few school systems in pioneering undertakings, its major effort will be to develop the resources of the agencies to which administrators in each state normally look for help.

In order to deal most effectively with the problems of educational administration, it is necessary to make use of the specialized knowledge and resources of such social sciences as anthropology, economics, political sci-

ence, psychology and sociology. Capitalizing on the close working relationships which have long been operative at the University of Chicago, the Midwest Administration Center has enlisted the interest of faculty members in all of these disciplines and has included representatives of the other social sciences on the general university policy committee. In addition, the center has been exceedingly fortunate in obtaining the active cooperation of the Council of State Governments and the Public Administration Clearing House.

STATE COUNCILS FORMED

The general plan of operation of the center, as illustrated by the examples previously given, is to stimulate educational agencies in each state to plan a concerted attack upon the problems in educational administration identified as most important and then to make available to the agencies consultant services and other resources brought together by the center.

Thus, the exploratory visits to Kansas led to the formation of the Kansas Council for the Improvement of Educational Administration. Represented on this council are the state department of education, the institutions that prepare school administrators, the state education association, the state school board association, and associations of administrators. The council has agreed on certain experimental procedures to identify problems in school administration and to provide needed services for the on-the-job development of administrators. John Nicholson, director of instruction in the state department of education, is chairman of the council. The council's work will be carried on through the cooperation of the several universities and colleges and the associations of administrators. The Midwest Administration Center is making consultant services available and is providing as an assistant to Mr. Nicholson a young Kansas superintendent of schools selected by the council to serve as an intern research assistant.

Another state project being developed through the cooperative effort of many agencies is the Indiana program centering around administrative problems and procedures in developing a community educational program. Among the activities being considered are: (1) analyses of the problems in developing a community educational program; (2) studies of community

factors that affect the educational program; (3) experimental projects carried on in selected school systems; and (4) a series of regional workshop conferences to analyze problems and issues, to evaluate procedures and practices, and to disseminate results of the project activities.

This community program is being worked out in cooperation with the Indiana Educational Research Council and representatives from Ball State Teachers College, Indiana State Teachers College, Purdue University, and Indiana University. R. W. Holmstedt, head of the graduate division of Indiana University, is serving as chairman of the planning group.

CONSULTANT SERVICES

To carry out its special commitment for evaluation of consultant services offered to administrators, the Midwest Administration Center has named Earl E. Mosier as its chief on consultant services. Mr. Mosier has made plans for a preliminary appraisal of the consultant services offered by the Big Ten universities to school administrators. A similar study of consultant services offered by state departments of education has been initiated by Lynn Hilton under my chairmanship and with the assistance of Mr. Mosier.

The aim of the program in consultative services is to assist state departments of education and higher institutions to evaluate, strengthen and coordinate their services.

In each of the projects to be undertaken, there will be a combination of research and of action programs designed to contribute to the development of those concerned with the administration of education and to stimulate desirable changes in organization and administration. Some, like the school-community project in Indiana and the program of the Kansas council, will grow from cooperative planning of administrators and agencies within a state; others will be initiated by conferences with educational leaders, as in the case of the school board study.

The staff of the center is now engaged in bringing together information on the status of the superintendency and on current administrative procedures and problems. Illustrative of these studies is John E. Baker's investigation of the criteria and processes used by boards in the selection of superintendents of schools. Another staff study is that on the number of

entrants and transfers to the superintendency in the several Midwestern states. While all studies will have implications for the preparation of administrators, the center will give special attention to the evaluation and improvement of current programs of preservice and in-service education.

OUTCOMES SOUGHT

Through the operations of the Cooperative Program in Educational Administration in the Midwestern states, it is hoped that within the next several years:

1. The resources and facilities for in-service development of educational administrators will become far more effective, readily accessible, and widely used.

2. Many colleges and universities in the region will be cooperating extensively in making studies and offering services directed toward the improvement of educational administration.

3. The services of state departments of education will be used much more widely in contributing to a speeding up of efforts to improve local educational organization and administration within each of the states.

4. There will be increasing use in school administration of research studies in education, of relevant knowledge accumulated by economists, sociologists, and other social scientists.

5. There will be evidence of greater cooperation between educational agencies and other social agencies in performing needed services for schools and communities.

6. Improved programs of preparation for educational administrators will be developed in colleges and universities throughout the region.

7. There will be in operation better provisions for educational financing, for obtaining and holding qualified teaching personnel, and for relating the work of the schools to community life.

8. The results of investigations will be available to provide evidence regarding important issues in educational administration, such as the effects on local administration of various types of federal and state grants and services.

The strengthening of educational administration along these lines should result in educational developments that will strengthen the whole fabric of American life and bring nearer our aspiration for a full, free and peaceful life for people of good will throughout the world.



How to get rid of **POOR RELATIONS**

JAMES M. SPINNING

Superintendent of Schools
Rochester, N.Y.

THERE are so many variables in local situations that anyone who attempts to pontificate or even suggest with regard to effective relations between school board members and teacher organizations is bound to protrude badly about the neck.

What kind of board are we talking about? What kind of teacher organizations? What kind of teachers? What kind of town? What has been the history, what the tradition of board-teacher relationships? And, most especially, what has been the attitude of the administration? The complexity of factors may well be more intense in a small than in a large community. One or two persons with flagrant personalities can upset a great many apple carts in some phases of the moon.

REAL DEVOTION

To attempt to establish or keep good board-teacher relationships is exceedingly difficult in the ebb and flow of personal and community forces unless real devotion to the cause of good schools exists and is the dominating purpose of both or more sides. And when I say *real* devotion, I do not mean the kind of devotion we all have for ourselves but the kind that is willing to entertain some self-doubt and self-examination.

I trust you will forgive me for emphasizing motives and personal attitudes at the outset. I shall do it all the way. For it is people who make and break policies. But let me try to talk about policy for a moment.

First of all, I believe that a board of education should look with favor on teacher organizations. They can and should be a great source of strength to the schools. Too many boards, I fear, tend to regard such organizations as selfish pressure groups. That feeling has been intensified of late in some

areas because of the lag in salary adjustments to the new purchasing power of the dollar. Let's remember that it was right for teachers to be disturbed. And let's acknowledge that many of them were disturbed as much for the cause as for themselves. They were closer to the situation and they saw before others did what would happen to American schools as more of the able teachers dropped out and the meager reinforcements had to be drawn from the lower instead of the top shelves.

To their credit, be it said that most boards welcomed teacher activity for better salaries. In effect, they said, "Press us harder so that we may convince our communities, or our common councils, or our legislators." Smarter, or at least more fortunate, than any were the few boards that were able to find the money without the turmoil or the laggard justice.

FISCAL INDEPENDENCE

This is the place to say most emphatically that one of the almost indispensables for good board-teacher organizations relationships is fiscal independence. It is the only safeguard against by-passing and buck-passing. If in a real salary clench teachers feel that the board is impotent, they face the temptation of going directly to those who raise the money and approve the budget. That makes the unfairness of fiscal dependence too apparent. Most teacher groups are too ethical or too jealous of the dignity of the board of education to by-pass it. But boards have been known to shrug their corporate shoulders, spread their helpless hands, and say, "What can we do?" The result is unfair even to the purseholders.

Let's be glad that in the smaller communities the worst of the salary struggles are probably over for a time—at least until the spiral of inflation gives itself another twist. But let's also look candidly to see whether the situa-

tion is yet satisfied by current salary schedules. Bad scars will remain if teachers feel that just results were accomplished only by their own activity. I believe that most teacher organizations want to be utterly ethical and utterly professional. But if nothing is accomplished save by pressure cooking, they may become conditioned to that way. It is not surprising that in some communities the adrenalin released in salary struggles was not all boiled off when the objectives were reached and that some teachers look for similar objectives to absorb the excess.

ENERGY FOR BUILDING

With good attitudes on the part of board members and good leadership among teachers, energy may now be applied to building buildings, building curriculums, building guidance services, building community cooperation and appreciation. But teachers must have a big part in this, too, if they are to find fulfillment in their jobs and not solely in their salary checks. The salary check can never alone bring satisfaction to the members of a profession. For the essence of a profession is that its members seek to improve the world for others and not just for themselves.

The community benefits when the board and the teacher groups thus capitalize on each other's interest in better schools in all the things which to this end they can do together, whether it be working for a needed bond issue, deciding on gymnasium dimensions or wall color, inaugurating a course in home budgeting, making new teachers at home in the community, working out a new plan for sabbatical leave, or meeting community criticism by giving the community a constructive job.

However, there's always a lot of fuss and waste motion when things are getting done through group action. This can be trying to those board members whose only slogan is "Bring peace

Adapted from a speech given at the School Board Institute, Teachers College, Columbia University, May 16, 1950.



in our time, O Lord," who get alarmed when something is surging; who resort to flat "No's" when something new bobs up, who are afraid of enthusiasm—believing that it can be controlled only by being killed. Sometimes we seem to be afraid that teachers will "get ideas," when we really ought to be afraid they won't have any. It's good for teachers to be thinking up things. It's a sign they are alive. Strange, isn't it, how we boast and chortle over know-how and go-ahead in American industry and business and shake our heads and suck in our lips over the same things in education.

Of course, we don't want to go too fast or too wild. These kids of our pass through our schools only once. We can't afford to lose our investment in any of them. But it's not teacher enthusiasm that will spoil the product. Any excess can be handled better by good teacher leadership than by the board or the superintendent. Such leadership can help modify and channel faculty enthusiasm if that leadership is allowed to come far enough into the counsels of the board to understand limiting factors.

TRUE LEADER

Superintendents are always nervous when a new person is elected to the presidency of a teacher group. Frequently, as with some board members, the new president has been elected on a reform or get-something-done platform. Yet, even as in the case of board members, responsibility generally steadies, information freely supplied broadens understanding, and the new president becomes a true leader—not one who says, "I must follow them for I am their leader," but "I must help show them the way for I am their leader."

I am still smiling over a revolt in our own teachers' association some years back—a drive to get more class-

room teacher representation among the top officers. The association's constitution was amended to achieve this goal—and then the teachers elected as their president the first assistant superintendent. I smile, too, over the number of times that teacher leaders have been promoted to administrative posts.

In our general teachers' meeting a couple of years ago, I said flatly: "An uninformed or malicious murmurer might well suggest that the administration is trying to corrupt your leadership. But all who think fairly will not wish the superintendent and board to deny an earned promotion to one who has served you. You wouldn't want the administration to be too far behind you in recognizing ability. As a matter of fact—and I invite you to come in to see the committee minutes of the board—the promotion of your newly elected president was planned three years ago. It's just that you had a vacancy before we did. In both cases the job sought the man."

PACEMAKER AND PEACEMAKER

Speaking of superintendents, since we really have to, we'd better see where the administrator fits into this board-teacher organization picture—the poor devil. I guess he's supposed to be both pacemaker and peacemaker. He can't very well say, "No teacher cometh unto the board save by me," and yet sound administration, and policy too, can be all fouled up unless he sits in and chips in.

And I reckon that, for its own peace of mind, the board had better insist that everything in the area of administration should be taken up with the superintendent before it comes to the board. I'm thinking of the professional status committees or grievance committees that most teacher groups set up—and quite properly—committees to which individuals bring their dissatisfactions. The only sound rule is to insist that the individual carry his grievance all the way up through administrative channels to principal, director, assistant superintendent, superintendent, whatever the line is, before his case is heard by a grievance committee.

It isn't fair for principal or superintendent not to have a chance to straighten out what may have been only a misunderstanding and in a situation where policy was not really concerned at all. If he has reached the superintendent and not been satisfied, the individual should then, by his

choice, appeal directly to the board, or his professional committee should confer with the superintendent and, after that, if the case is not composed, the appeal should be made to the board. The superintendent, if he is fair, or even if he is only astute, will always be the one to offer or insist on recourse to the board—if he has once had a chance to review the facts with all those concerned.

By the nature of things, the superintendent is the board's man, but he is also the teachers' man. He must be both. He must get for any cause which is the teachers' as fair a hearing as he can. But he must also represent the board honestly and sympathetically to the teachers. There will be times when he will have to point out pretty firmly to teachers when they talk about democracy in the operation of the schools that the board is the only legally constituted body through which democracy flows, whether the board is elected directly by the people or appointed as the people by law have decided it shall be, and that the board may not abdicate its authority in the determination of personnel, or staff promotions, or textbooks, or anything else.

If the board's competence matches its authority, there should be little trouble on this score. Being secure in its authority, it will not chuck its weight about. Being reasonably flexible, it will not wait to be carried out with Sewell Avery. It will take professional counsel in professional matters. It will be so truly a deliberative body that its fairness will be recognized. Having achieved respect, it will not often find its authority challenged.

HIGH MINDED APPROACH

It will itself be an example to every teacher group of high minded approach to the problems of education. Knowing that more than 90 per cent of its budget is spent for the services of persons, it will develop a sound personnel policy. Its members will not be abrupt or abusive or even inconsiderate. They will realize that the teacher is engaged in the most personal of all jobs—the one that should be the most human of all jobs. Those who help set the conditions of employment for teachers cannot afford to take less account of the personal and human factors.

Fortunate is the school system that has some board members who have had experience in other organizations which deal with people in groups, who

have learned the value of morale, who know how to create esprit de corps, who know that what goes for the teachers should go for the board. Teachers should smile; board members should smile too. Teachers should be fair; board members should be fair. Teachers should be businesslike; board members should be businesslike. Teachers should be kind and patient; board members should be kind and patient. Teachers should be upright in their personal lives; board members should be upright. Board members should join associations; teachers should join associations.

I haven't said so much that it will take long to boil it into a summary. It goes like this:

1. There are too many possible variables in the relations between boards of education and teacher organizations to permit of easy prescription.

2. However, teacher organizations are as good as the teachers in them, and that's mighty good.

3. Board members should welcome strong teacher groups—because they can be strong for good.

4. The board should not deplore teacher interest in better salaries and working conditions.

5. But the board should also encourage the professional and social group activities of teachers.

6. Responsibility makes for responsible action. The board should set a good example.

7. The fiscal independence of boards makes for sounder relations with teacher organizations.

8. The board should not allow its executive officer to be by-passed. Rather than do that, it should get a new executive officer. Without channels, the whole landscape will get messy.

9. The board should not abdicate its authority. Unless it does, it won't be forever asserting it or trying to get it back.

10. School business is almost entirely made up of human relations—board with teachers and parents, teachers with children and parents. Good jobs can get along together—singly or in groups.

11. Boards should have patience. Just letting teachers talk things out is good therapy for both groups.

12. The common denominator is always the common purpose—a good job for the children.

13. It's a heck of a lot easier to talk about it than to do it.

Use your

COMMUNITY RESOURCES

to make a community school

E. H. SCHROTH

Superintendent, Community Unit School
Paxton, Ill.

DURING the last 10 years the schools of Illinois have engaged in a program of consolidation that has made our people extremely conscious of the concept of a "community school." For decades school people have talked about the school as a community center, but today we look on the community as the school itself.

H. M. Hamlin, professor of agricultural education at the University of Illinois, in his book, "Agricultural Education in Community Schools," has analyzed the community school. Among other things, he has stated: "Education in the school and education in the community are closely interwoven. The school's concern is with education. It is a community educational center, not a community center or a community service station. The resources of the community are fully used by such a school in its educational process."

During recent years many educational leaders and many schools in the larger urban areas have been taking advantage of community resources to further the educational program of the schools. This is a phase of education that provides greater know-how for the pupils of secondary school age and also makes use of adult specialists in the community. Thus it becomes an aspect of adult education.

GREATER RETURNS

In the Paxton community unit school district we are currently making an effort to realize greater returns for our school by using available community resources. We are a relatively small rural community. Our opportunities are not so diversified as those of the larger urban areas, but we feel that we can take our community into

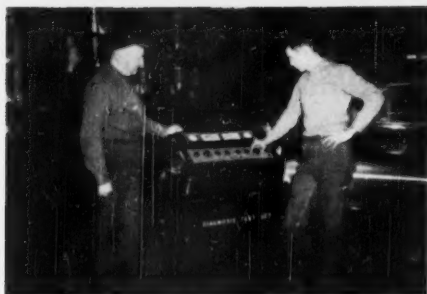
our school and thereby contribute to adult as well as to adolescent education.

SWEDISH COOKING

One of the most interesting projects that our school and our community have carried out during the last year was in our department of home economics. Ours is a Scandinavian community, with a strong Swedish, Norwegian and Danish background. Our girls in cooking class frequently mentioned the Swedish dishes that they had heard about from older people in the community. The smorgasbord is a recognized event among the Scandinavian people of the community. When food preparation studies were planned, it was suggested that some of the people in the community who have become known as excellent Swedish cooks be invited to visit the class to discuss Swedish cooking. Four women—Mrs. Alma Bloomquist, Mrs. Edith Carlson, Mrs. Willard Hendrickson, and Mrs. Austin Sandstedt—were invited to work with the class in the study of Scandinavian foods.

Out of this study came a small cookbook, prepared by the students and the women of the community, which included a long list of Scandinavian recipes. Such things as kringlor, skofor, limpa bread, piffarkaker, svorruigar, ost kaka, fruktsoffa, lutfsk and brirua bovar were listed by the students, and the best recipe for each was developed. Many of the foods were prepared by the students, and the use of proper seasoning was explained by the women who had received the information mostly by word of mouth from their mothers and grandmothers.

The interest in the project was tremendous, and it is unfortunate that



Student Glenn Kaiser uses testing equipment in a local garage in connection with the diversified occupations program of this community school.

enough of the cookbooks could not be prepared to make them available on a commercial scale.

Another project of the home economics department during the last year was the study of child development. Local citizens were called in as members of a panel that discussed the care of children, baby sitting, and the like. The mothers so invited immediately became a part of the home economics department. Their advice was sought by members of the class, and their contributions to the group were greatly prized.

STUDY OF CERAMICS

Still a third use of community facilities has been developed during the past few weeks.

During the study of the "choice of dinnerware" a local ceramics enthusiast, Mrs. A. E. Sandberg, worked with the homemaking girls. She has an extremely interesting hobby and has done a great deal of work in molding, in studying clay, in creating design, and in firing pottery for use in her home. The students not only understood the problems of manufacturing dinnerware in a more realistic way but also were given an insight into the possibilities of such an activity as a leisure-time hobby.

Our commerce department has made a forward step in using community facilities by establishing liaison between the businesses in the community and the office practice class. Advanced commerce students take this course during the second semester of their senior year. An attempt was made to place each girl in the class in a business in order that she might learn at firsthand the needs of a commerce major in a real life situation. This

is not a phase of a diversified occupations program but an attempt to establish a working relationship with the businesses so that in the future a program of diversified occupations can be initiated.

As a result of our efforts to place students in the commerce courses in business locations, we have had an extremely cooperative response from other types of business firms in the community.

A number of the school's junior and senior boys are currently employed on a part-time basis in the machine shops, garages and farm implement shops in our community. Few schools of our size can afford to equip shops with the materials necessary to give boys training in these fields. By using the community facilities available in our local shops and garages, these young men get what amounts to a two-year apprenticeship in the fields of their major interest.

OUT-OF-SCHOOL YOUTH

Our vocational agricultural department experimentally established a class for out-of-school youth during the last school year. It includes young men between the ages of 18 and 25 who are currently working as farmers. These boys return to the school for two-hour class periods during the off-season period. They determine the activities that they will study during these periods in school on a basis of their felt needs.

During the first year of this program we worked with approximately 25 young farmers. Not all of these were able to participate in the entire program, but the future holds every promise that the program will grow and develop.

In the field of industrial arts a general shop program has been initiated, with electricity and metal work as additions to our past program of woodworking and mechanical drawing. It is hoped that specialists in the community in the field of radio, electricity and metal working can be called on to provide help in the department for future growth.

Social studies, English and biological science also present innumerable opportunities to use community representatives to provide expert assistance in furthering the cause of education.

During the school year 1950-51, as a part of our curriculum study project, a committee has been set up to select, study and evaluate all of the community resources that are available, in terms of both material and personnel. This committee is studying the project with an eye to making community resources available for all levels of the school, Grades 1 to 12. To date the group has listed a tremendous number of potentials that will be studied and graded for use at different levels in the program of the Paxton Community Unit School.

COMMUNITY BETTERMENT

Not long ago a program of community betterment was initiated by one of the civic groups of the community. A great wealth of information relative to the needs of the community and the facilities available was provided by a community survey. Students in the social problems class of the high school made an exhaustive study of the findings of this committee. Such materials form a basis for many units in the social studies area of the curriculum.

It is our hope that by using all of the initiative available in our faculty and by following current practices elsewhere, we can expand the opportunities for using every community resource presently available. In the event that such a program can be continued, we will be meeting more adequately the real life needs of our boys and girls and, at the same time, will bring to the school the outside help that will make each person in the community conscious that he is an integral part of our educational program. This renewed contact with the school will further establish a part of the basic philosophy of our community school—"Education is a continuing process that starts at birth and continues to the grave."



WELCOMING NEW TEACHERS AS INDIVIDUALS

BUSINESS concerns expend large sums of money to personalize their services; account executives, public relations specialists, and personnel consultants are commonly employed. First impressions are lasting, and a setting for "love at first sight" is important to schools in welcoming new teachers. However, sincerity and genuineness of high purpose should never be subordinate to short-range sales techniques. An awareness that teacher happiness and student welfare are two sides of the same coin appears to be taking hold in American schools.

INDIVIDUALIZED APPROACH

Our efforts in Lakewood, Ohio, have been keyed to a consideration of the new teacher as an individual, rather than as one of a group of new arrivals. No "form" letters and no skimping of correspondence or interviews have become policy. After the contract is signed, increasing emphasis is directed toward personalizing the adjustment to the school system. If a new teacher is to be treated as an individual, it is imperative that we learn a great deal about her—her aspirations, experiences, abilities, attainments, travel background, and avocational interests. Names stick readily when such information becomes a part of the welcome. In other words, she is more than an automaton or employee—she becomes an acquaintance, a personality, and, we hope, a friend.

Some of our colleagues will wonder about the amount of time involved. Such an individualized approach appears better suited to school districts of less than 100,000 population. Such communities generally employ from a few to 50 replacements a year.

Perhaps the most colorful event in connection with our welcome of new persons is an annual luncheon of the staff held the day before classes convene in September. The teachers' association picks up the check for new teachers at this gala affair, which has

become an "institution." A festive air is created by attractive place cards, table decorations, and corsages, prepared by the high school horticulture department for each of the new women teachers. The corsages are of many hues to complement the costume of the individual or to gratify her tastes. Each new teacher is introduced, usually with some friendly reference to her charms and abilities, by the school principal, and is seated with her school associates. Lists, placed at each plate, indicate the colleges, home addresses, and assignments of the newcomers. This information aids in familiarizing members of the staff with the new teachers and the new teachers with one another.

Members of the board of education and the president of the P.T.A. council are guests at the luncheon, and an opportunity for them to become acquainted with the new teachers is provided.

Personal services at a time of need are remembered long after pedagogical advice is forgotten. Probably the most pressing concern of the new teacher is finding desirable and convenient housing accommodations. Each spring personnel in the superintendent's office organizes lists of housing. A visiting teacher classifies the accommodations as to facilities, rental and person to contact. The lists are arranged with reference to the housing's proximity to schools, and a map is attached. Where possible, teachers are assigned to schools in June so that they may choose living quarters accordingly. Pairing or grouping for apartments, when desired, has been successful. The teachers' association provides guides and cars in the search for quarters.

Names and addresses of newcomers are forwarded to the Y.M.C.A. and Y.W.C.A., which enthusiastically welcome new teachers to their many recreational opportunities. Similar information is made available to minis-

MARTIN ESSEX and STAFF

Lakewood Public Schools
Lakewood, Ohio

ters in the community, and new teachers report they have received cordial invitations from the churches of their faith. A copy of personnel policies is presented at the time of employment, and this year the teachers' association is following the example of some of our good neighbors by providing a packet that will include complimentary tickets to theater, concert and other community events.

Perhaps orientation to the individual school is the most significant aid to the new teacher. A "big sister," usually a teacher of the same grade, has been most helpful; committees may do even better. New teachers receive a cordial welcome from the P.T.A. and also are honor guests at faculty social functions.

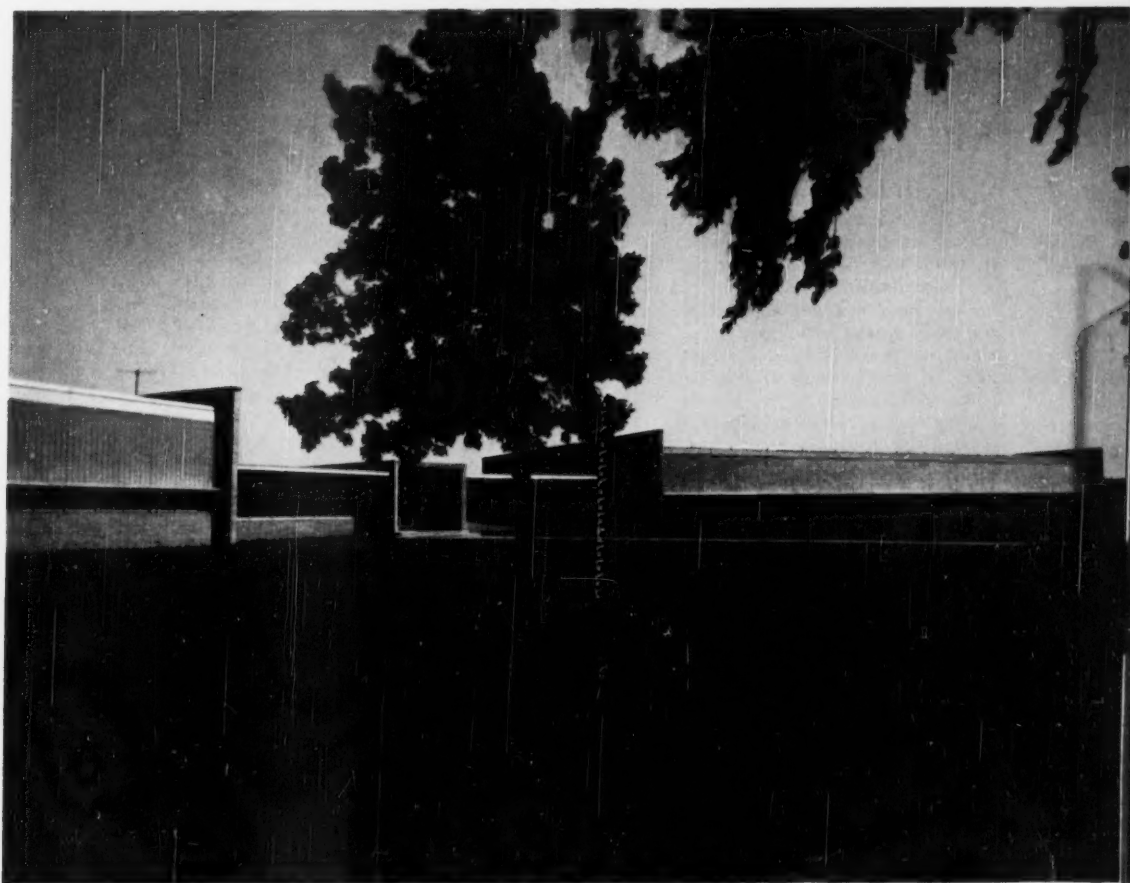
ORIENTATION IN CURRICULUM

When the teacher is pleasantly housed, she frequently asks about curriculum. Where possible, summer conferences with supervisors and the principal are arranged.

Orientation is a continuous process extending well into the first year of teaching. It cannot be administered in one dose. There are intra-building and interschool visits to classes of the same grade taught by experienced teachers, with opportunities for discussion afterward. There are occasional demonstration lessons by experienced teachers with other teachers of the same grade serving as the class. New teachers are encouraged to use their own ideas, remembering that the curriculum guide is but the tee-off.

The very sinews of democratic and Christian concepts are the dignity and worth of the individual. Schools should exemplify these qualities in individual relationships with teachers so that such individuals may thereby better personify human sanctity in the daily living with children.

SCHOOLHOUSE PLANNING



South Junior High School, Kalamazoo, Mich. Adaptability is a major characteristic of the single story design, says Loy Norrix, Kalamazoo superintendent. Economy of construction and maintenance is another. The single story school facilitates bilateral lighting. Corridors can be skylighted; rooms can be square. The design fits harmoniously into the modern residential neighborhood and creates a friendly, homelike atmosphere for children. (Story on pp. 54-57.)

THE SINGLE STORY SCHOOL BUILDING

Some advantages of the

SINGLE STORY schoolhouse

FORTUNATE is the school district that is taking advantage of the study and research done in school building construction during the last 10 years. This period has been more fruitful in bringing about needed changes in schoolhouse design than has any other decade.

I am one of those persons, perhaps not too rare, who grew up with the notion that a school building should have one story piled on another for purposes of economy in the cost of construction and operation. I had the notion that only an elementary school, and a small one at that, might be constructed on the single-story pattern. But my attitude has changed.

BIOGRAPHY OF A BUILDING

In 1945 our educational planning committee in Kalamazoo submitted to the board of education a report, based upon several years of study, of the necessity for a building to accommodate 1200 junior high school students. This report at first called for a three-story building. After the committee worked with the board and the architect, the report was revised to require a two-story building. The architect worked for several months to prepare plans, which were submitted to the board with estimates of cost, for a two-story structure. The estimates were too high. He was then requested to do further study on a building that would provide for the same facilities but at a lower cost. After a few months of study the architect recommended a one-story building and stated that the cost of the building would be much less than the cost of the two-story one he had formerly presented.

During these intervening months, while we were waiting for the time when building materials would be available, the various national and state professional organizations were sponsoring conferences on school planning and design. In many of these meetings the research in newer building

design and furniture was made available. It pointed toward an improvement in the design of the classroom as the first essential in schoolhouse planning. It helped in cutting away traditionalism that for so many years had stereotyped schoolhouse design. It helped schoolmen everywhere to consider the interests and needs of the child as the principles upon which schoolhouse planning should be based.

POINTS THE WAY

Many of these newer features are closely related to the single-story pattern. Shall we examine some of them?

1. *Controlled Daylight.* If daylight is brought in from two or more sides of a classroom and controlled so that there will not be excessive contrast or glare, the light intensity on the student's task can be such that seeing is comfortable and easy. In a small building, where it is practical to have single-loaded corridors, light from two adjacent sides can be admitted to the classroom if clear glass or glass block is extended above the vision strip. Such a plan would admit sufficient daylight for most of the classroom.

In a large building, where it is not practical to use single-loaded corridors, it is practical to use clear glass or glass block on opposite sides of the classroom, for clerestory lighting on one side and above the vision strip on the other.

Such a plan provides for good lighting throughout the classroom but the control of daylight is even more important than the bringing in of an abundance of daylight. In the Kalamazoo South Junior High we have used eight rows of glass block on opposite sides of the classroom. (On one side the eight rows are above the vision strip, which is about 2 feet wide. On the opposite side the eight rows of glass block are above the corridor roof.) We find that the glass block diffuses and reflects the daylight in such a way that there is

LOY NORRIS

Superintendent of Schools
Kalamazoo, Mich.

an abundance of soft light in the classroom without any glare or brilliance. Direct sunlight is kept off the desks nearest the outside wall by an aluminum overhang over the vision strip.

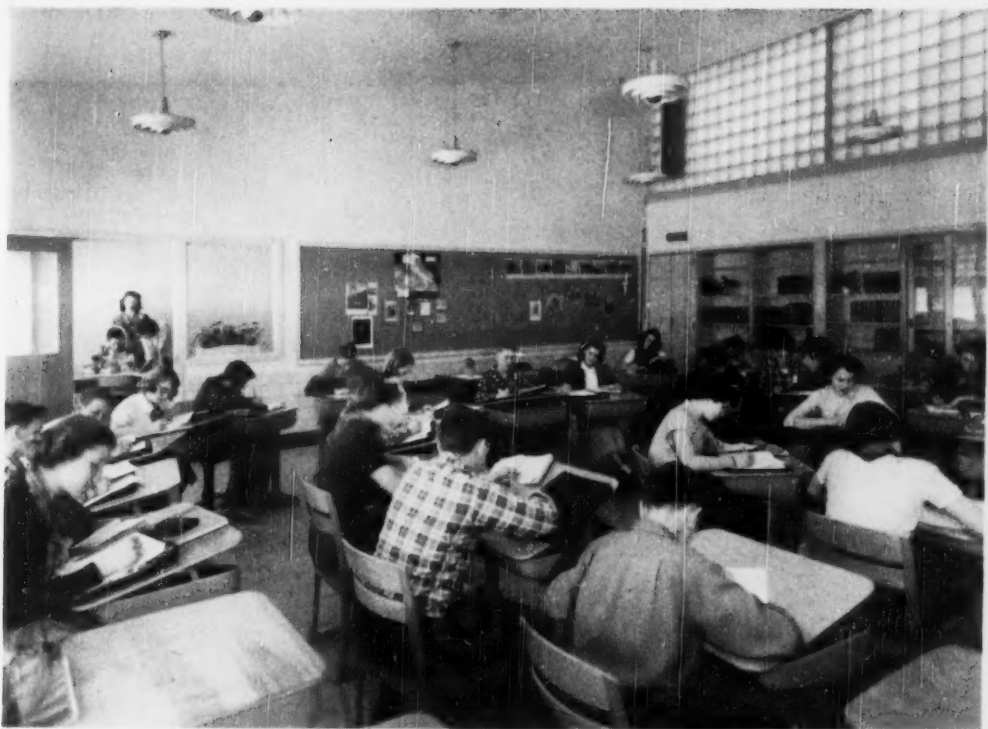
Daylight is free and plentiful. Electricity is expensive. There will be no need for artificial lighting in our classrooms at any time during the year, except perhaps for a few moments when a very dark cloud might be hovering low over the building.

An item of economy often overlooked is the fact that if glass block is used there will never be any need for window shades. The installation of shades is an item of considerable expense in a large building, and shades must be purchased several times during the life of the building.

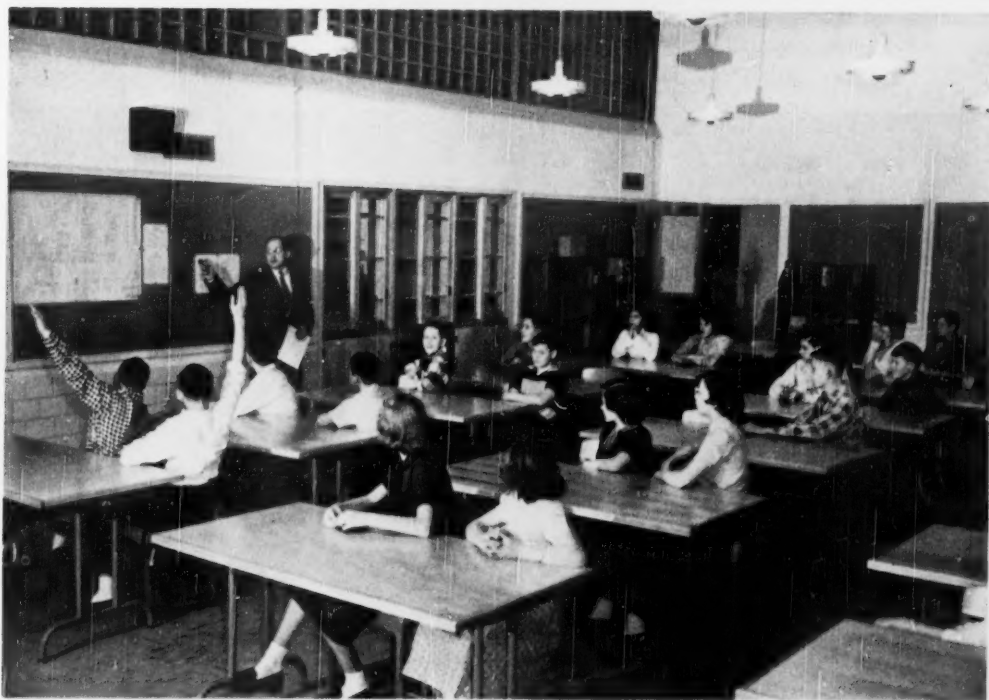
South Junior High has an audio-visual projection room that will seat 75 children. The room can be used by one, two or three classes at the same time. Such a room is necessary in a building with large glass areas, otherwise there must be arrangements for the darkening of certain classrooms for the showing of films and filmstrips. We look forward hopefully to the day of daylight projection.

2. *Square Classrooms.* The square classroom not only is more economical to construct but also lends itself more readily to the type of teaching that goes on in the modern school. Without bilateral lighting, such as can be pro-

Top, opposite page: Classroom showing clerestory lighting and, at left, small workroom with glass partition. Bottom: Another classroom with blond furniture, green chalkboard, light asphalt tile floors, and lead coated incandescent lamps.



All classrooms are bilaterally daylighted and face east or west.
The classrooms are square in shape and about 720 sq. ft. in area.





The library (above) is centrally located, yet apart from noise and traffic. The echelon plan permits isolation of units, like the homemaking room (below).



vided in a single-story structure, square classrooms are not practical. As one illustration of the economy of a square classroom, we might use two examples, one a room 30 by 30 feet and the other a room 45 by 20 feet. Each of these rooms provides 900 square feet of floor space but the perimeter of the square room is 120 feet, whereas the perimeter of the oblong room is 130 feet. For every 12 classrooms constructed on the square plan, there would be sufficient saving in wall space to construct in this instance, the walls of one extra room.

Let me point out that the square classroom is directly related to bilateral lighting, and bilateral lighting in turn is definitely related to the single-story structure.

3. *No Waste Space.* There is no waste space in a single-story building. Economical planning for a schoolhouse will provide for the maximum amount of usable floor space with a minimum amount of wall space and wasted cubage. Architects find it difficult to design stairways without wasting a tremendous amount of cubage in stairwells. There are no stairways or stairwells in a single-story building. All floor space is usable.

4. *Safety.* The one-story structure is much safer. There is virtually no danger to pupils from fire or from panic. Therefore, construction need not all be fireproof, and cheaper construction materials may be used. In our South Junior High School the building inspector permitted us not to encase the framing in concrete because the building was one story. The saving was significant.

Horizontal travel is safer than vertical travel is. The number of school accidents on stairs makes this point evident. Care must continually be taken to see that stair treads do not become slippery, that there is sufficient friction so that shoes will adhere. Stair treads ordinarily require more attention and more expensive upkeep than do corridors and hallways.

5. *Cheaper Framing and Foundation.* Lighter construction may be

used. The foundations and framing of the building may be considerably lighter in a one-story structure. Because heavy loads of additional stories do not have to be carried by the framing and by foundation walls, a great deal of money can be saved.

6. *Cheaper Ventilation.* With clerestory lighting and ventilation, there may be provided cross-ventilation in the classroom that makes the necessity for forced ventilation much less critical than the building codes have previously held. Some districts are constructing one-story buildings with all gravity and no forced ventilation. Our new school provides for one-half the amount of mechanical ventilation provided in our other schools.

7. *Quicker Construction.* A factory type of building one story high lends itself to greater facility in construction through improved organization of work. This is important in situations in which the time element is a factor. Where there is a main corridor unit with four or five wings or fingers, each of these may be constructed without too much reference to the others. The work may be so organized by the contractor that a different crew may be assigned to work on each of the units. Whereas masonry work on a multistory building must progress uniformly, in a one-story, factory type of building masonry work may be completed in portions of the building before it is started in other portions.

8. *Greater Flexibility.* The one-story structure is more flexible. Three or four of the wings may be completed and occupied while construction is still going on in other parts of the building. Also, the building may easily and cheaply be expanded in future years through the construction of an additional wing or through the extension of one or more of the existing wings. Expansion of a multistory building is not so readily or economically accomplished.

9. *Health Factor.* Lifting one's body vertically requires high power output. Climbing stairs is exhausting to an older person and is often injurious to a child who has a heart difficulty. The average person does not stop to consider the amount of power used in climbing stairs. Middle-aged people will notice the difference when they complain of breathing difficulty. The difference has been present all along, but it becomes noticeable only when people have heart difficulties or when middle age is upon them.

The average amount of power which is employed by an adult is equal to about one-seventh horsepower. If he climbs stairs 15 feet high in nine seconds, he is developing 0.51 h.p., approximately four times that of a normal adult. We have many teachers in the schools, and some children, who should never climb stairs. Stairs are necessary in multistory buildings—they are not needed in a single-story building.

Walking on the horizontal requires much less power. The weight of the body is not being lifted vertically. Man has developed a mode of walking whereby he shifts his weight from one foot to the other while both feet are firmly on the ground.

10. *Integration of Classroom and Outdoors.* The single-story school can so be designed that the activities which go on in the classroom and those which are carried out on the playground may be closely coordinated. This is particularly important for little children. When there is an outside entrance to each classroom, supervision of activities on the play area and in the classroom by one teacher is simple.

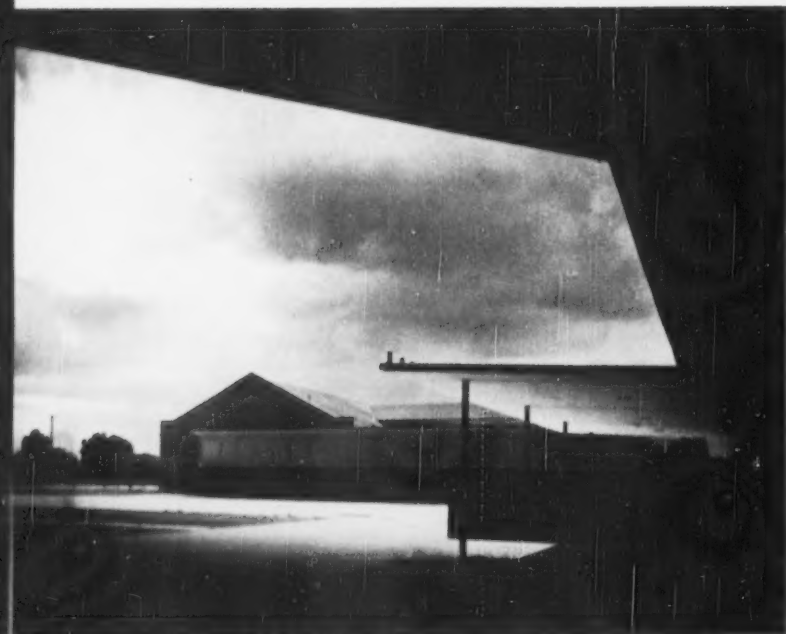
11. *Friendlier Atmosphere.* A single-story school presents a friendlier atmosphere than the more forbidding multistory building. Again this may be an item more important in the case of little children, but anything that can improve and enlarge upon the "welcome mat" at the school is something that should be considered.

12. *Simple Design.* The single-story feature lends itself readily to simplicity of design. On the other hand, the multistory pattern seems to invite entrances with large columns or with tremendous amounts of marble. The single-story building would look quite out of place with such imposing entrances. Simplicity of design is a factor in economy.

SUMMING UP THE CASE

This case for the single-story school, it must be remembered, is based upon the assumption that the same amount of floor space would be provided as would be available in a multistory building, the same type of building material would be used, and the same amount of equipment would be built in. Single-story schoolhouses not only are economical to construct but, more important, provide for greater pupil comfort and for a much more flexible and an improved instructional program for the children.

Top, opposite page: Library with its light floors and furniture and clerestory lighting above the main corridor roof on the south. Bottom: Home economics classroom showing bilateral lighting.



ENTRANCE PORCH AND CLASSROOM WING

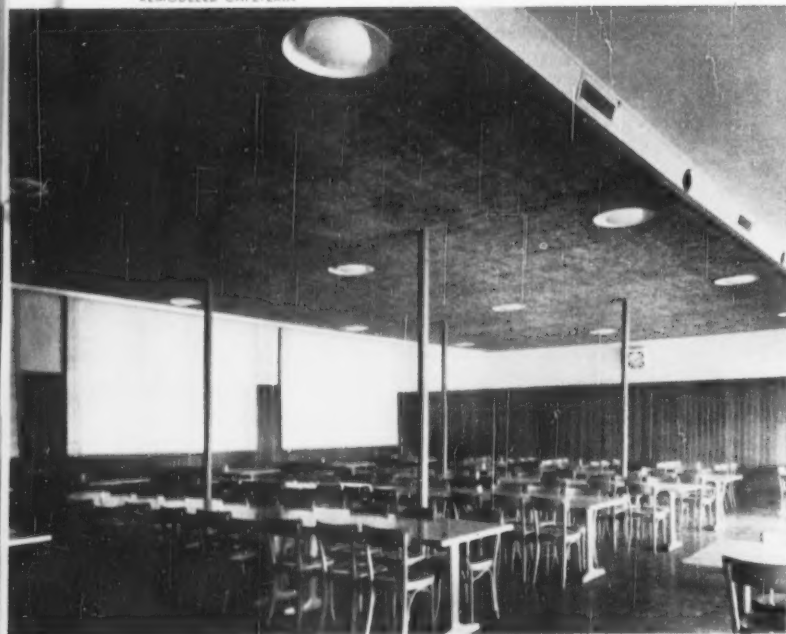
DONALD BARTHELME

Donald Barthelme and Associates
Architects, Houston, Tex.

THE school plant at Sweeny, Tex., consisted, in 1948, of a high school building built under the P.W.A. program, a free-standing shop building, and a domestic science cottage built somewhat later, all done in the conventional manner by the same architect. A 10 classroom upper elementary building planned in the "modern" manner by another architect and set loosely to one side at a 45 degree angle completed the facilities. As a result, the buildings bore little relation to one another, and passage between

Additions provide Texas town with UNIFIED PLANT

REMODELED CAFETERIA

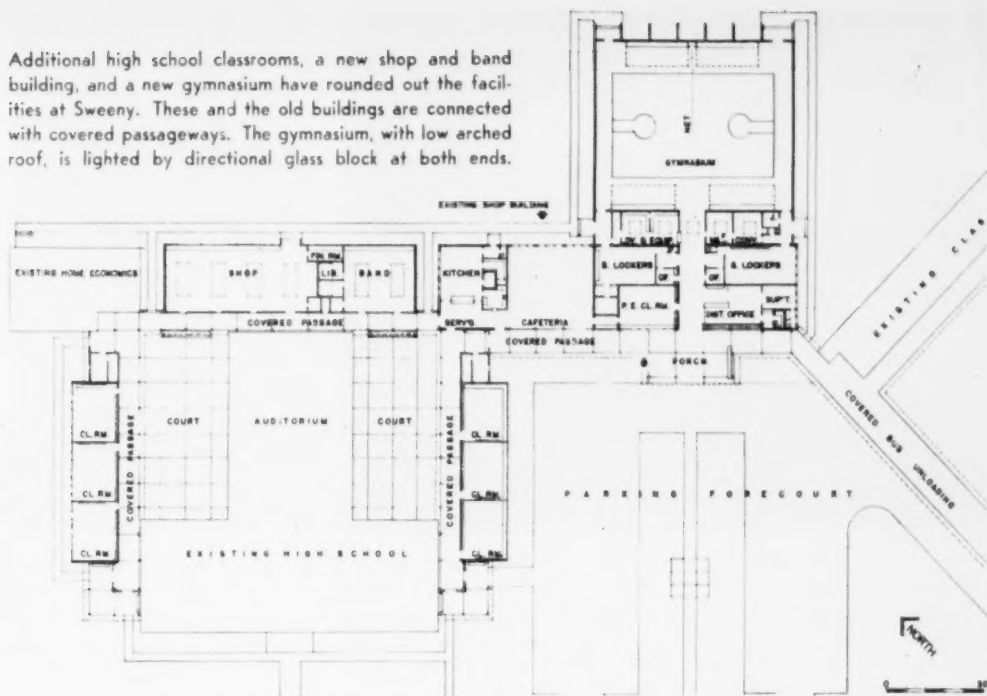


them was haphazard and at times muddy under foot. This lack of overall planning has many counterparts in school systems of this country.

Continued growth of the school district brought needs for enlarged shop, band room, gymnasium and locker room, and central administrative facilities, and a new building program was proposed and financed. Not stated, but inherent in the problem, was the necessity for providing the district with a unified plant in which the additions, while taking cognizance of recent advances in school planning, would not render obsolete the existing facilities. The joining together of all units in the system by a series of covered passages was an obvious necessity.

Now the seventh to 12th grade students have gained paved and covered passages between all units in the system. A large paved forecourt, which provides space for the parking and unloading of school buses, creates a large central plaza for both existing and new buildings. Additional class-

Additional high school classrooms, a new shop and band building, and a new gymnasium have rounded out the facilities at Sweeny. These and the old buildings are connected with covered passageways. The gymnasium, with low arched roof, is lighted by directional glass block at both ends.



rooms were placed alongside the high school building, creating north and south paved courtyards that provide natural lighting for both existing and new buildings. The resulting sunny and wind-protected play spaces are an extra dividend.

SHOP AND BAND BUILDING

The new shop and band building across the rear serves as the connecting link between the new wings, locating these facilities where they may be used in connection with the stage of the future auditorium (in the leg of the "T" now under construction). The old shop building, now the cafeteria, fronts on the forecourt; an extension of the building provides for the administrative and locker room facilities required. Locating the gymnasium on the axis of the forecourt provides parking space for the cars of persons attending basketball games or using the cafeteria and administrative facilities. These spaces separate to some extent the upper and lower high school levels while making available to both facilities used in common.

The classrooms are lighted with directional glass block with high windows over storage lockers on the opposite side for cross ventilation.

Artificial lighting is from recessed troffers set in acoustic tile ceiling.

The shop and band building was designed to permit its division into several individual classrooms, should need arise, by the insertion of partition walls only. Lighting in this building is by skylights shielded with fixed venetian blind slats at the ceiling level. This system gives more evenly distributed daylight of greater quantity with less maintenance than any other system tried. The diffusion effected by the louvers reduces the contrast at the ceiling to within the comfort range, particularly since the ceiling itself is on the periphery of the students' cone of vision. Ceilings and walls above the wainscot in these areas are covered with a coated wood fiber material with acoustical properties which, although fireproof and a "hard" material, appears to have a soft finish.

GYMNASIUM IS UNUSUAL

The cafeteria is wainscoted with redwood, and the walls and ceilings are painted in bright colors that, together with red floor covering and the natural wood furniture, make for lively surroundings.

The gymnasium has a wood lamella arch roof that spans 85 feet with 2 by

12 inch members and was found to be the most economical system by far in that, while it provides the requisite clearances over the court, it drops to a low eave requiring only a small portion of the exterior wall construction usually necessary. The ends were filled with light directing glass block, and because the major area of this block, by virtue of the curved roof, is low its light directing properties are employed chiefly in lighting the interior of the space rather than the space adjacent to the block itself. It has been found in actual practice that there is no glare from the glass block wall to distract the player attempting a basket at either end. The light has the virtue of nondirection, which makes vision in all directions equally satisfactory.

The artificial lighting is designed on the same principle, with indirect lighting shielded by a hardboard baffle running the full length of each side, the court area being directly lighted from above by eight 1000 watt reflectors with concentric ring louvers. Although the all-over level of illumination is less than that usually recommended, the even quality and the lack of shadows and brightness contrast make for easy vision of both the spectators and the players.



Old Island School

FROM LOGS TO STEEL

H. D. STAFFORD

Inspector of Schools
British Columbia, Canada

WHERE a school built of logs once stood, rural children now are attending classes in a steel building, the first quonset type of school to be assembled in British Columbia.

The Surge Narrows School is on Read Island in school district No. 72. This district is on the eastern coast of Vancouver Island, where lumbering and fishing are the basic industries. Within the school district boundary are included many islands and a portion of the mainland of British Columbia. The log school was built by settlers in 1924 to provide an eight-grade education for their children. It operated for several years, then was closed for a time. By 1946 the board of school trustees considered the school building a distinct liability rather than an asset.

The building had been constructed of hewn logs with the spaces between rudely chinked with clay and moss. The windows were as large as the low ceiling would permit and yet were most inadequate; the floor was uneven, and the "shake" roof leaked. Water was carried to the school from a near-by stream, and the sanitary facilities were most primitive.

In the dull rainy winter months, to keep themselves warm, the children huddled together over the wood stove as the wind whistled through openings between the logs, and on these dismal days as they tried to master their studies they grouped themselves beneath a single suspended oil lamp.

Determined to change this miserable school environment with its deadening effect on the little community and the pupils in particular, the board of school trustees asked for bids for the construction of a frame school. The figures submitted by the bidders were considered too high, so the board, with the approval of the provincial department of education, determined to erect a steel building.

Cost being a determining factor, economy was effected by the use of local stone for piers instead of the customary concrete foundations.

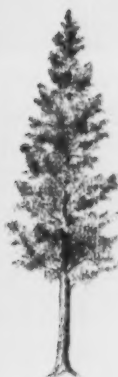
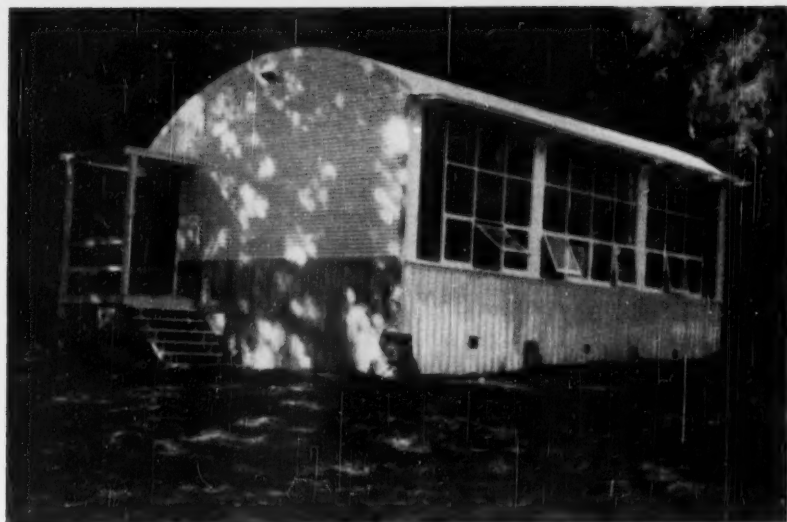
Aluminum plates were used for the lower skirting about the building; the corrugated steel sheeting was carefully lapped, and all joints were set in a pliable waterproof material.

Anticipating difficulties from the condensation of moisture, the builders placed louvers at each end and on the top of the building. These successfully solved the problem. The walls and ceilings were insulated with fiber glass wool batts and the interior was finished in light colors.

The floor of fir was sealed and waxed, and all the woodwork was fin-



The Nancy Ann, chartered by school board to transport pupils from near-by islands to Surge Narrows School on the eastern coast of Vancouver Island.



Quonset type of schoolhouse now serves pupils of Surge Narrows School. Exterior walls are corrugated steel sheeting with a skirting of aluminum plates.

ished in a flat varnish to bring out the beauty of the natural grain.

Bilateral lighting could easily have been achieved, but the customary pattern of having one side almost entirely given over to window space was followed. At either end of this southern side was a sheet of corrugated translucent plastic with glass fibers inside it, and similar material in a pleasing green color was used for the overhang above the windows. This minimizes glare and deflects the rain.

A covered entrance and fire exit at opposite ends of the building comply with the regulations of the fire marshal. Heat is provided by an oil fuel circulating heater.

The over-all dimensions of the building are 24 by 36 feet. Curved walls give a pleasing spaciousness, and the acoustics are much superior to those found in typical small one-room schools.

On the northern side the curve has been broken by a vertical wall some 6 feet 6 inches in height, upon which are mounted chalkboards. Beneath the boards are rows of shelves in cupboards. These utilize the space between the curved outer walls and the vertical walls and afford ample storage space without reducing the classroom area.

On the western side is mounted a chalkboard, and at either side of it is tackboard space. The opposite end of the building is broken by the main

entrance and a partition. On the classroom side of the partition is a work space comprising cupboards and a sink with running water. On the opposite side of the partition are a lavatory and a room equipped with a modern water closet. Corrugated plastic sheeting, mounted to conform with the curved wall, provides lighting for this toilet room. On the opposite side and near the windows on the southern side of the building provision has been made for the storage of clothing.

The school owned light plant provides the power for six 300 watt semi-indirect lighting fixtures in the classroom, and for the lights in the other parts of the building. A separate gasoline operated pump is housed in the generator building and supplies water from a deep well.

Sixteen modern, individual desks, finished in natural color, all the requisite materials, books and maps, and a radio-phonograph were supplied for the opening of the school.

Situated against a background of evergreen, the gleaming white schoolhouse received much favorable comment from all who inspected it. The parents and children in near-by island points soon became dissatisfied with the correspondence lessons provided by the department of education. The children wanted to attend the new school.

The board of school trustees studied this problem and solved it by charter-

ing the "Nancy Ann," an 8.9 ton cabin cruiser, to make six calls to pick up 12 children. As there are neither dock nor float facilities at several points, the pupils, wearing life belts, are rowed to and from the "Nancy Ann."

The first child boards the boat at 7:30 a.m. (school opens at 9 a.m.); on the return journey he disembarks at about 5 p.m.

With this fresh start at Surge Narrows, the board of school trustees has allocated funds to improve the school grounds and to provide additional facilities. Its objective is to provide children in an isolated district with educational opportunities in keeping with the increased wealth of the large school district, which was reorganized in 1946.

What has been the cost of bringing a new vision to the pupils and people at Surge Narrows?

| | |
|-----------------|-----------|
| School site | \$ 663.00 |
| School building | 7506.00 |
| Power plant | 630.88 |
| Well | 1290.00 |

The board of school trustees is not entirely dependent upon the financial resources of the school district to meet its obligations. In addition to other financial assistance, the provincial government, through the department of education, makes a grant to each school district covering 50 per cent of the approved cost for the construction and equipping of schools and 60 per cent for the capital cost, as well as for the maintenance and operation, of vehicles used for the transportation of school children.

CHALK DUST



Thomas Jefferson

MAY MUSINGS

The harried school executive should note the old school bus/ and take therefrom a lesson which is fairly obvious/ it protects itself with bumpers on its battered termini/ and never hesitates to bump the noisier passer-by/ and when the load is heavy or the road is a morass/ it slogs straight through by using a little extra gas/ what though it gets bespattered and jolts may bend its frame/ though some fellows claim it's shiftless, it gets there just the same.

School administrators will particularly appreciate the story currently going the rounds. It seems that a speaker was exhorting a meeting of educators. "Don't be afraid to make enemies," he said. "Is there any school superintendent who does not have hundreds of enemies?" An ancient retired superintendent in the back of the room stood up. "I don't have a single enemy in the world," said he.

That is unheard of. Come up here, my good man, and tell these superintendents how on earth you taught school for 50 years and have no enemies."

"It's this-a-way," said the old man. "I have outlived the so-and-so's."

GREEN PASTURES

THE MAILMAN has just presented me with the nicest little brochure, "Education in Ecuador," published by the U.S. Office of Education in 1947. The reason for the delay, says the post office, is not what you think it is but because a schoolman moves so often that they can't keep up with him.

Frankly, after reading the book I am going to apply for a job as principal at Ecuador, for the book says that the legal holidays include many Feasts, Festivals, Carnivals and one day a year in honor of the school principal.

Alas, where have I been all my life! In the schools where I have principaled, I never had vacations like that, and the communities never even heard of the five-day week. On Saturdays I had to coach football, baseball, basketball, handball and the Senior Ball. On Sundays I had to sing in the church choir and triple as Sunday school superintendent and leader of the Young Folks Society.

During the feasts, festivals and carnivals, I served at every job from Santa Claus to midway huckster, not to mention ice-cream salesman for the Ladies Aid and general bully boy for the ladies who had the P.T.A. booth at the County Fair.

The only day I ever had in honor of me was when I was principal at Murder Hill. There they celebrated an insidious barbaric custom known as "Skip Day." This was a device thought up by my slothful predecessor to

humor the students. On Skip Day all students absented themselves from school without permission, and I worked steadily with the truant officer to round up the remnants. I was honored, as the poet says, in absentia.

My next job will be in Ecuador, where school principals are really appreciated. I hope the U.S. Office of Education has a hard time filling my job at Murder Hill. It will serve it right for spreading such honeyed propaganda.

THE SCHOOL GARDEN

FORTUNATELY, it is now probably too late in the year to organize a School Garden Project, and so it is fairly safe for the school executive to think about what a fine thing it might have been. School gardens are said to be excellent academic projects because they involve preplanning, panel discussions, pupil participation, group action, number concepts, hidden agenda, and evaluations. In fact, I can testify that they develop all of the baser skills, including unrealized strength in the language arts. Such projects also offer an unexplored avenue for public relations. Farmers may be brought to the school for exhibition, and, in fact, the entire community will soon become an advisory board.

I speak with some feeling because, after reading the latest literature on the subject, I initiated a Garden Project and won considerable notoriety therefrom.

After I had finished the preliminary spade work, I called for volunteer seeds. I ignored little Hubert, who offered to bring some tobacco and marijuana seeds, but, in order not to hurt the tender sensibilities of the other youngsters, I did settle for a large supply of orange pips, roasted peanuts, and summer squashings.

Unfortunately, the mathematics class made a considerable error in computing and laying out the garden area, and the school relationships, if any, with old man Sharp, who lives next door, were not improved. However, the enjoyment of the students as they rolled in the muck and playfully threw clods at one another made up for any lack of good feeling elsewhere.

Much to our dismay the garden failed to flower except for the summer squash and neighboring garbage. Strong suspicion rested on the school janitor, who had betrayed some indifference to the whole Project after the disappearance of all of his tools. However, the children faithfully planned, measured, conferred, researched, evaluated and wrote compositions, according to plan, but still the garden refused to cooperate.

It was not until July that there was evidence of Nature's fulfillment, and not until I had spent a lonely summer vacation carting, burying and massacring summer squashes did I realize that the Project might better have been confined to learning by not doing.

Illinois applies research methods to

the problem of PUPIL TRANSPORTATION

LESLIE L. CHISHOLM

Professor of Education
University of Nebraska

THE number of pupils transported to school in the United States had risen from 875,462 in 1926 to 5,720,390 in 1948, an increase of 553 per cent, while the annual cost had risen from \$23,430,195 to \$177,531,475, an increase of 658 per cent.

This rapid increase has been brought about by a combination of conditions, and many research studies concerning pupil transportation have been made. Those studies deal with a large number of problems involved in pupil transportation, the three major problems being (1) the determination of the factors to be considered in measuring the transportation need in a school district, as well as the statewide pupil transportation need, (2) the determination of pupil transportation costs, and (3) the development of a defensible program for the financial support of the pupil transportation program.

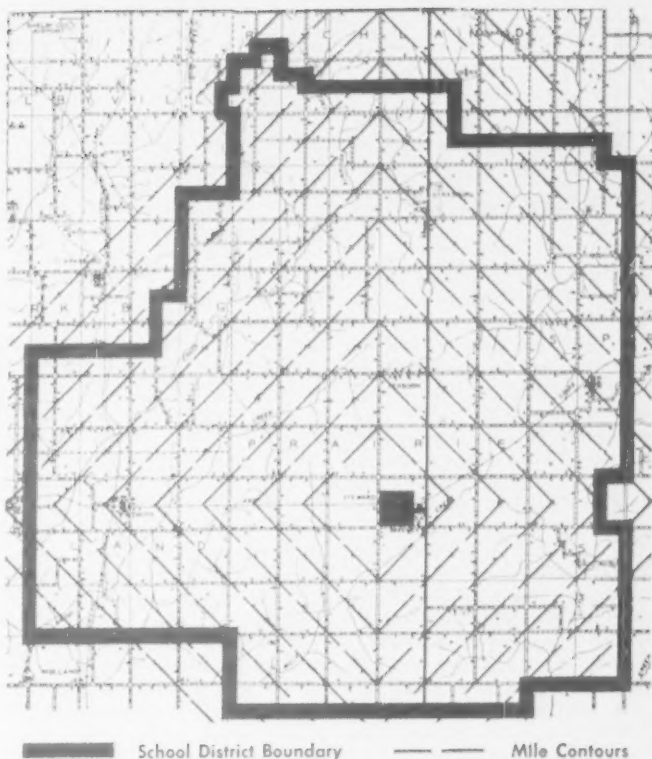
I selected the Illinois study¹ of the transportation of pupils for review here in terms of what seems to be the most pertinent recent research.

The purpose in the Illinois study was to determine the ultimate cost to the whole state of transporting to school children who live beyond reasonable walking distance, complete reorganization of existing school districts into adequate and efficient attendance centers being assumed. The study, therefore, involved the first two of the three major areas of research mentioned previously.

The first major phase of the study sought to develop a measure of pupil

This is the second of the series of articles prepared in cooperation with the American Educational Research Association.

Cornell, Francis G., McLure, William P., Miller, Van, and Wochner, Raymond E. Financing Education in Efficient School Districts. Urbana, Ill., Bureau of Research and Service, College of Education, University of Illinois, 1949.



This is how dwelling-to-school distances were estimated in Illinois.

transportation need. This was done by combining two characteristics of pupil population, namely, (1) the density of the school population to be transported and (2) the character of the school population dispersion, i.e. the extent of the concentration of pupil residences.

Several methods for combining these two factors were investigated as a means of identifying the most effective method. The method finally selected in the Illinois study took the foregoing factors into account by estimating the sum of the nearest distances from each individual place of residence

of pupils needing transportation to the logical school center by the most direct available road. The method used data concerning the types of roads, the location and size of villages, and the location of family dwellings outside of cities and villages; these data appeared on official highway maps. The study involved a careful statistical validation of the relationship between the existence or location of a residence and the presence of pupils to be transported in 31 school districts.

The summation of dwelling-to-school distances was computed by superimposing a grid of broken lines

upon a map so that the center portion placed over the school attendance center is drawn to scale to include the area within $1\frac{1}{2}$ miles of walking distance, as indicated in the accompanying chart, and drawn diagonally with the roads. Contour bands were drawn so as to surround the central band representing 1 mile in width. The dwelling-to-school distances were computed by disregarding dwellings in the first contour block, multiplying the number of dwellings in the second block by two, since the average distance of pupils in that block from school is 2 miles, those in the third block by 3, and so forth. The total number of miles of dwelling-to-school distances for the district is the summation of the totals for each contour except the first, in which pupils were assumed to be close enough to walk to school.

DETERMINING COSTS

The second major step in the study was to develop cost data for pupil transportation in that state at that time. This was done by studying official cost data for a sample of 51 actual school districts, those districts most nearly comparable to the hypothetical ones in the theoretical statewide school district reorganization, and 58 other existing school districts that maintained pupil transportation programs.

The last named districts were studied through questionnaires rather than through their official records. The cost information covered the operation of buses with many combinations of standard bodies and chassis, within the requirements of the laws of that state. Total annual bus operation costs, including the estimate for depreciation, in the 69 districts were determined and related to total annual bus mileage.

The total estimated cost for each hypothetical district in the Illinois study was computed on the basis of the following median cost per bus mile, including capital replacements, as determined in the study of actual costs in the 69 districts for district-owned buses in 1948: 46 pupil capacity, \$0.25; 40 pupil capacity, \$0.24; 34 pupil capacity, \$0.23; 28 pupil capacity, \$0.22; and large station wagon, \$0.17.

The bus schedule policy on which the foregoing cost figures were calculated is: (1) Bus routes were laid out so as to limit the time of travel for pupils one way to approximately 45 minutes and to permit door-to-door

pick ups; (2) one extra bus was allowed for each eight regular buses for emergency purposes and for transporting some pupils remaining at school after regular hours to participate in special activities, together with an allowance of \$1000 for each emergency bus; (3) routes were planned to use bus sizes ranging from 28 to 46 seating capacity; (4) in some instances auxiliary routes were planned with the use of station wagons, and (5) 180 days of school were assumed.

After making an analysis of various methods for estimating pupil transportation costs, the study recommended the use of the following regression formula for estimating transportation cost for pupils living more than $1\frac{1}{2}$ miles from school: $X_1 = 3.0160X_2 + \$5456$, where X_1 is the estimated cost in dollars and X_2 is the total number of dwelling-to-school miles.

One of the chief purposes in the Illinois study was to determine the total annual cost of an adequate pupil transportation program in all geographic areas of the state where pupil transportation is needed. The total estimated cost of pupil transportation as determined by the Illinois study was the summation of the estimated cost for each hypothetical district.

PRACTICAL SIGNIFICANCE

The Illinois study has two major practical uses as far as the superintendent of schools in the various communities in the state or the nation is concerned. First, the findings of the study give the superintendent and his board of education the most defensible method for determining the need and the cost of pupil transportation in his school district or in his county, if his state has the county system of school district organization. However, so far as cost data are concerned, the superintendent could avoid considerable duplication of effort by himself and other superintendents in the state, as well as make possible a more thorough study of transportation costs in the given state. He and a few other superintendents should use their influence to encourage some faculty member or members at their state university to sponsor a thorough study of pupil transportation costs, similar to the Illinois study, and to make the results of the study available to all superintendents. But, if that is not done or until it is done, variations in the cost per mile for school bus operation between the superintendent's own district and

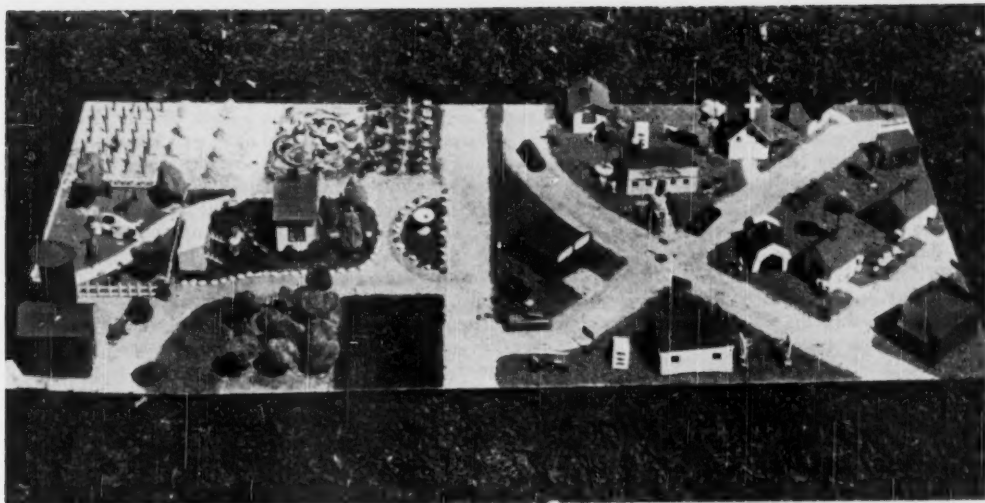
those involved in the Illinois study could be figured easily by making a cost comparison for a few items of pupil transportation, with some modifications for cost changes since 1948.

In the second place, a significant part of the possibility for educational progress in most states awaits a practical and workable solution to the pupil transportation problem. Furthermore, this problem is far from being one of practical concern to rural areas only. There is sufficient evidence available to indicate that the schools in the urban areas will receive as much benefit, either directly or indirectly but nevertheless realistically, from an efficient pupil transportation program in the state as the rural areas receive. Thus, there is a chain-like reaction set in motion through an adequate statewide pupil transportation program. That chain-like reaction has its effect upon several phases of the regular operation of the schools everywhere, while failure to develop an efficient pupil transportation program will continue to act as a millstone around the neck of educational progress, regardless of whether such progress in the given state depends on better financial support for the schools, an improved teacher retirement program, better certification standards for teachers, or district reorganization.

One example may be mentioned. The absence of a good pupil transportation program in the state and of an intelligent understanding of its nature and need generally is one of the major factors blocking the effective reorganization of school districts. Furthermore, the ineffective organization of school districts today explains as much as anything else why a low level of educational leadership continues to exist in many areas of most states, or so it seems to one who has worked at close range with statewide programs for educational improvement in more than one state.

DEAD WEIGHT

When pressure for tax funds was much less than it is now and no doubt will be in the future, education could fare rather well financially through the leadership that existed in a few communities in the state. But education can no longer enjoy the luxury of inadequate educational leadership in a large proportion of 75,000 of the 95,000 school districts in this nation. No leadership team can pull that much dead weight indefinitely.



This model was constructed for an activity unit on rural community planning.

INDUSTRIAL ARTS for every child in the elementary school

ARTHUR W. EARL

Assistant Professor of Industrial Arts Education
State Teachers College, Newark, N.J.

THE teaching of industrial arts in isolation is the result of an old tradition founded in the days when all subjects were taught separately. This practice may have been acceptable in the past when a course was considered to have served its purpose if it taught children some facts and skills. Today, however, when everything that happens in the world is so intimately bound up with problems of daily living, it is artificial to isolate industrial arts from other learning experiences.

Industrial arts on the elementary school level has been taught in the past with too much emphasis upon the project and not enough upon what the project does for the pupil. The children at this level desire to create, explore and express themselves freely in all the various mediums. These individual needs may be satisfied by the group activity unit of work, which offers opportunities for children to meet their needs and does not restrain their desires or limit them in any degree.

Industrial arts may be the core around which the academic subject matter can be wound and should have a recognized place in the elementary school. Student activities then can be the center of the learning situa-

tion, and the material will become more meaningful because of the practical, related experience, especially if pupils and teacher plan together. Then industrial arts will be a part of the whole elementary school system and not just of the upper grades, as it has been in the past. It will begin with the first grade and carry on throughout all the elementary school grades as an integral part of the classroom work.

The subject matter will be studied through the medium of large areas of work, which will be carried on in the classroom in relation to the practical work, with the aim of developing proper attitudes and broad understandings that will create happy and whole citizens to live a more fruitful and abundant life.

The teaching of a group activity unit should foster a close relationship between the practical work and the academic subject matter at all times if it is to be most meaningful to pupils.

The relationship may be seen in the project of building an airport in the

classroom. A few of the areas to consider would be construction, transportation, communication and power. If these areas are broken down, they may be related to mathematics, history, science, English and geography.

A mathematics lesson could be conducted when the control tower is built, for the width, length and height could be measured, and from these few measurements the use of the rule, the metric system, square feet, cubic feet, and volume could be taught. It also would be possible to include the study of rectangles, diagonals, angles and triangles in the layout of the runways.

The wonderful opportunities in this type of teaching are innumerable, and the soundness of it in education is suggested by theories of psychology. Here is the opportunity to make the material to be learned more meaningful to the pupil and to help him see what it means to him as it relates to his experience and to other topics studied.

Industrial arts should be offered to girls as well as to boys, for we are

educating the entire 100 per cent, and not just a limited few, to live a full life. Under these conditions we do not consider that industrial arts is a special subject which reaches only a selected few but rather that it is broad and inclusive and of benefit to all.

Three principal objectives characterize the over-all aims of education, and elementary industrial arts objectives stem directly from them. In general education the objectives are: to transmit a way of life, to improve that way of life, and to meet the needs of all individuals with basic concepts of living.

OBJECTIVES OF EDUCATION

If we analyze the implications of elementary industrial arts objectives we will find they are directly related to the objectives of general education. They are:

1. To develop recreational and avocational activities.
2. To develop desirable social relationships.
3. To enrich pupils' lives by giving them related information.
4. To correlate industrial arts with academic subject matter.
5. To develop manipulative dexterity.
6. To encourage creative expression.
7. To foster an understanding of consumer education.
8. To promote an understanding of occupations.
9. To further the understanding of our technology and industry.

If these objectives are to be achieved, the inclusion of elementary industrial arts in general education should be determined by a pattern of sound and timely worth-while experiences. Basically, these experiences must excite the natural interest of the pupil, provide opportunity for progressive development, stimulate the mind to full expression, and give genuine satisfaction for the effort expended.

A group activity unit carried on in the classroom affords the opportunity to tie academic subject matter work in with experience and makes the learning situation more realistic to the pupil. The wide variety of areas to select from, such as transportation, community life, health, conservation, power and communication, ensures that virtually all the needs and interests of the pupils can be met.

This broad learning situation provides opportunity for continuous plan-

ning, exploration, investigation, research, observation, problem solving, construction and correlation with other school subjects, such as reading, social studies, mathematics and science.

Let us take as an example only one part of an entire unit, a house, and explore the possibilities of relating it to the whole educational program through the academic subject matter field. In constructing the house, the children will work with cardboard, paper, paste and paint. In the lower grades they may get into problems of addition, subtraction, multiplication and division by discussing the size and number of rooms to be put in the house. In the higher grades the boys and girls might use the roof construction as the basis for problems. They might study and construct rectangles, diagonals, triangles and angles. Problems concerning volume, cubic feet, square feet, lineal feet, and board feet also could be used in a related method of teaching mathematics.

OTHER SUBJECTS

In science classes the windows of the house could lead to a study of glass, the plumbing to a study of pressure and flow, the electrical system to a study of principles of electricity, and the heating system to a study of air, steam, water, oil, gas and coal. Science has played an important part in the construction of our homes and so may be taught in connection with the building of a model home.

In determining the exterior and interior finish of a home the pupils may study different kinds of material and in what parts of the country they are most abundant. Here enter the field of geography and the possibilities of studying the various regions and their terrain, rainfall and products. In history the different types of housing, what types and styles were prevalent in the early periods, what important happenings took place during that era, and who were the important people of the time may be studied.

In English classes boys and girls may read and tell stories about homes, collect and write poems, and write essays and compositions. A study of grammar, English and speech may be related to these writings, recitations and readings.

The arts may be an integral part of the whole program. Music of the different periods may be included and the various types of dances, such as the social dances, interpretive and mod-

ern. Children's efforts in drawing, sketching, painting, architecture and design may also be inspired by this group activity unit.

It is evident that an activity unit carried on in the classroom in relation to the academic subject matter offers marvelous opportunities for exploring and expanding the whole program and making the learning situation more meaningful to the pupils.

Materials used in teaching a course by this method need not be made available ahead of time. Planning for the types and quantities needed requires the use of the imagination. It affords the opportunity of studying the materials used in our everyday life, and also of bringing in the study of other related materials that will be substituted during the construction of the activity unit.

Virtually all of the materials can be drawn from general supplies, and additional things can be brought into the classroom by the students. Among the things needed might be paste, cardboard, construction paper, cartons, paints, clay, wood, sawdust, sand and cotton. The quantity and variety of supplies needed depend upon the size of the activity unit and how deep into that particular area of study one intends to go.

EXPENSE LOW

Considering how extensively a class explores the various areas of work, the expense of this method of teaching is relatively low. The educational value derived from this type of work is not determined by the actual dollars spent.

Administratively, industrial arts as an integral part of educational method in the elementary school functions well in a program of continuous curriculum planning. It does not become an isolated special subject but instead serves the needs of all pupils and is an essential part of the whole plan of education.

A program such as this may be carried on in a special activity room under the direction of an industrial arts instructor; however, better over-all results would be produced if it was carried on in the classroom with the industrial arts instructor acting as a consultant to the teacher.

Teaching is adequately fulfilling part of its responsibilities when it makes the material more meaningful to the pupil, and including industrial arts as an integral part of educational method in the elementary school is one way of accomplishing this more satisfactorily.

School administrators disagree on

DRAFT OF 18 YEAR OLDS and U.M.T.

MARY TOMANCIK

THE majority of school superintendents in this country do not favor drafting the 18 year old boy for military service, and, although they approve universal military training as a national policy, they overwhelmingly insist that Congress should face this question as a separate issue.

These points of view are revealed in a cross-section nationwide survey of superintendents of secondary and elementary schools conducted by The NATION'S SCHOOLS.

Fifty-three per cent of the administrators oppose the drafting of the 18 year olds. They take an opposite point of view from that expressed by Secretary of Defense George Marshall when he addressed the A.A.S.A. at Atlantic City. Said Secretary Marshall:

"The majority opinion of a wide variety of well informed citizens, especially college and university officials, seems to be—and almost unanimously—that [drafting boys during] the period between high school and college or high school and a job would be the least disturbing to our national life and to the careers of the individuals concerned. That is why we recommend calling up 18 year olds for training."

OPPOSE COMPROMISE PLAN

A majority of superintendents (55 per cent) is opposed to the compromise plan of lowering the draft age to 18½ years.

A larger majority (62 per cent) would accept universal military training as a national policy, yet they do not approve the attempts of the Pentagon to make U.M.T. a part of the Selective Service Act. In fact, an overwhelming majority (88 per cent) insisted that Congress should vote on these two issues separately.

Although the Selective Service authority jumped the gun on the Senate's proposal to defer 75,000 students for college study, the attitude of school administrators toward the general policy

1. I favor drafting the 18 year old boy for military service (as provided in the bill just passed by the Senate). Yes 47%. No 53%.
2. I favor lowering the draft age to 18½ years. Yes 45%. No 55%.
3. The Senate bill also includes universal military training for all youth. Do you favor this as a national policy? Yes 62%. No 38%.
4. Should Congress vote on these two issues separately? Yes 88%. No 12%.
5. The Senate's bill would defer up to 75,000 for college study in each of the next three years. They would be selected by a five-member board, after nationwide competition. Favor 70%. Oppose 30%.

of deferment for college students is indicated in the survey. Nearly a third of the participants expressed skepticism about or opposition to the Senate's plan for nationwide competition as a means of selecting those who should be exempted to attend college.

If 18 year olds have to be drafted, they should first be permitted to finish high school. Such is the gist of most comments on the question of whether the 18 year old boy should be drafted for military service, as provided in the bill passed by the Senate.

NOT MATURE ENOUGH

Some school administrators say that the youth of 18 is not mature enough for military camp life, or to know why or what he is fighting for. Others would like to be assured that the 19 to 26 year old classification is exhausted before the age level is lowered to 18.

One superintendent explained: "I do not believe that 18 year old boys have mature judgment sufficient to see them through the unnatural living conditions imposed upon them by life in a camp. My suggestion would be to extend the National Guard and R.O.T.C. to in-

clude all boys for at least two years between 17 and 20, with the possibilities for continuation of nearly normal home life until these boys have acquired maturity. The possibilities for this type of program are almost limitless for good national defense, economy and wholesome use of time by these young fellows. Naturally the brass will be opposed, but it is time for common sense to prevail. The waste of manpower and moral resources under the system of taking boys into concentrated training areas and then teaching them how best to kill time is an abuse which should not be tolerated. I believe that the expense of this system will soon drive our nation into bankruptcy."

Another cited these dangers: "Training given some of my nephews in morals, graft and vice is not fit for any boy, but an older boy can withstand temptation to some extent."

FOR DISCIPLINE'S SAKE

Some favored drafting at 18:

"Boys 18 went to World War II; I think they should now."

"We are now at a crisis."

It would "include a large number of

present 4-Fs. Some of these can be day laborers if nothing more."

"Until a universal military service program got rolling."

The 18 year old boy is in general unmarried, unsettled and unperturbed. Therefore he should be drafted before men between 21 and 25 or older. He has a fine physique, which is readily adjustable to strict requirements. Parental control over boys is very weak and does not develop self-discipline as army life will do. The drafting of boys at 18 and universal military training will make a safer and sounder democracy."

Several superintendents approve the draft at 18, but with certain exceptions:

1. Students showing ability in leadership or research. One administrator suggested giving college training to those best qualified, at government expense.

2. The "sincere boy who is working toward a career for himself." This superintendent explained that the drafting of "the high school graduate who is just drifting and doing no good for himself or anyone would solve much of the problem."

3. If adequate training and preparation are given before the boys are taken from this country and before they enter combat. A superintendent, himself a volunteer at 18 and the father of a 17 year old volunteer, shares this view. He thinks that boys should not be sent into actual combat, barring grave crisis, until they have had a minimum of six months' basic training, and that after being drafted at 18½.

Another administrator, with no set opinion against the drafting of 18 year olds, would eliminate many of the present rejections because "those capable of serving in a civilian job can also serve in a military job."

HITS LOWER INCOME GROUP

Should the draft age be lowered to 18½?

Yes, but after completion of high school or after the 19 to 26 year group has been called, said several.

Declared one objecting superintendent:

1. Parents now have control of their children until age 21 and can control their environment to some degree, even when they leave home to attend college. Has the environment (moral) provided in the military been the best possible over the years? I think not.

2. Many children who will attend college need parents' help at the time of attendance. Interrupting the career of children who plan to attend college

may mean no college for many who would otherwise have had the opportunity.

"Extension of the period wherein parental help is needed in many cases will see the death of the father or the accumulation of obligations (girl and boy in college at same time) so that further college attendance is barred. This factor will operate to the detriment of middle and low-income families, with no appreciable effect on children of high-income families. The draft law would then have the effect of narrowing the base of educational opportunity for middle and low-income families. This I do not consider desirable."

WOULD COMBINE SCHOOL AND U.M.T.

Although the majority participating in this opinion poll favored universal military training for all American youth, many would go along with such a plan on a temporary rather than a permanent basis. As one administrator expressed it: "Only as long as the emergency lasts."

A few were positive in their views, saying they "firmly believed" in U.M.T. for all youth, and one would even go as far as to require universal military service for women as well, from 19 through 65!

Others, however, would like to see a military training plan coupled with education. In the words of one administrator:

"Do not stop education. The nation needs more trained minds. Work education and military training together."

A suggestion on how this might be accomplished was offered by a superintendent who said: "We should have military training in every high school for at least one year, preferably two, and have summer camp work as we do for our National Guard."

Another administrator favors combining military training and college, while several others would exempt students "who will get and are capable of getting a college education."

Although one school superintendent looked upon U.M.T. as a way "greatly to reduce juvenile delinquency in this country," there were some who positively disagreed, saying they foresaw breakdown of moral and ethical values if youths were placed in regular army installations. Said one:

"If you mean drafting and placing in military camps. No. Two great dangers in drafting younger boys are: (1) their relative immaturity increases the chances for a breakdown of moral and ethical

values in the individual, and (2) their mental and emotional development is not sufficient to favor them in combat with older people. The chances for loss of life is greater with the more immature person."

"I feel that universal military training for all youth would be worth while but that it would be better to establish the training sites at places other than regular army installations. These youngsters would profit more by being close to home, and their training might be done on a county basis similar to the National Guard program."

Other dangers were voiced by several strenuously opposed to U.M.T. as a national policy. Warned one:

"Germany and Italy developed a universal military training program. Look where it took them."

A stranglehold by the military was foreseen by two others:

"At one time I believed that universal military training was necessary for all youth, but I have changed my mind on this policy. One of the things making this country great has been the fact that we refused to have military training on a universal scale and have always been able to recruit an army in times of danger. I am afraid that with our type of government we would not be willing to continue to support universal military training and the obligations that such a program might imply."

"Any type of service except the voluntary before the age of 20 or completion of college should be discouraged. Once universal military training is established, it will never be withdrawn. Conscription of this type causes the young men to leave Europe. Our public schools and colleges will soon be set aside by the military if this trend continues. Why not age 7? Why not age 16? If we want really prepared soldiers, why not put ROTC in the grade schools?"

STRENUOUSLY OPPOSED

Another administrator who termed a large perpetual army "repugnant to democracy" was in agreement with a fellow superintendent who feared danger to democracy in a bill that would combine the draft and universal military service. In answer to the question, "Should Congress vote on these two issues separately?" this second administrator said:

"By all means there should be two separate bills. Pressure voting is not democracy."

Others agreed.

"Yes, because one deals with a state

Questions and answers about acoustical materials



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Q Are acoustical ceilings expensive?

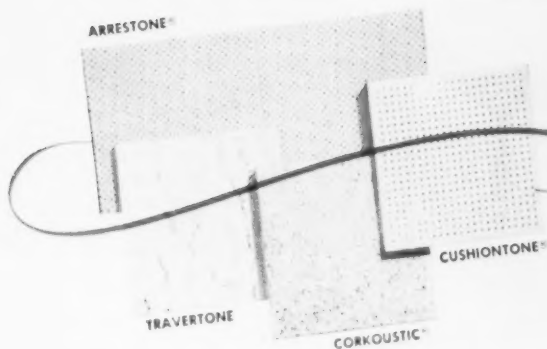
A When you figure the cost of an acoustical ceiling over a period of a few years, like other business equipment, the investment is very small. For example, 25 square feet of Armstrong's Cushiontone will cost less than 3¢ per day. Other Armstrong materials range a little higher.



Q How long does installation take?

A Although it depends largely upon job conditions, two men usually can sound condition at least 600 square feet in a day. The work is speeded if furniture and equipment can be moved out of the way before the job is started.

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of emergency and the other with a state of preparedness."

"I favor universal military training and think it should be a separate bill from the draft age bill so one issue will not complicate the other or one bill hold up the other."

Although competitive tests for deferment of college students are now a national policy, there are many administrators who think this is an unfair method. "IQ or aptitude or scholarship does not indicate that a man cannot or should not have to fight like less fortunate friends," was the way one put it.

Others oppose deferment of college students because the plan favors those who are able to pay for a college education and does not provide for those who have the ability but not the means for higher education.

Quite a few, however, look upon college deferments as essential to national protection. Their reasons:

"Unless we permit worth-while students to attend institutions of higher learning, both our industrial and military fronts will be weakened a few years hence when we shall need strength in both, probably more than now."

"I think it essential to train men in science since the demand for trained men will constantly increase, and we must have not only fighting men but also trained engineers and scientists."

"We are going to need men for all professions within the next five or six years, and unless these people are permitted to finish college I fear a great shortage."

Several superintendents want some sort of equalization between those who fight and those who study:

"There should be some provision for any deferred individuals to repay the country in services, direct or indirect, for the privilege of completing their education. There is a real danger that the net result will be merely personal gain for the individual."

Another, who outlines a plan for college study and military service, thinks the college graduate then should serve a period that would make his total service equal to the period served by a noncollege draftee.

Several other school superintendents would treat all alike:

"Take all physically fit."

"Give basic training to all and return those capable of college work under government orders until needed, with a partial pay system like the R.O.T.C."

"Let the boys go when their number is called. My son was taken out of college when he was in the first semester of college. He served 48 months, came back, and went on to college. He has been graduated and is now working. Countless others have done the same."

School administrators participating in this opinion poll oppose drafting the 18 or the 18½ year olds. They favor universal military training as a national policy, but they want Congress to consider these issues separately. They also favor deferment of students for college.

But among these are several who express extreme impatience:

"Let's not send anyone who cannot vote on the proposition. If we send men who are 40 years or over, we will soon have no more wars."

"I do not favor any measure which will interfere with a boy's education. If some provision could be made to give him training after completion of his education, I would be in favor of it."

This country needs to quit quibbling on military matters and take the advice of our military leaders and get ready to protect ourselves."

"We should arrive at a definite policy soon, so that our high school boys will know where they stand."

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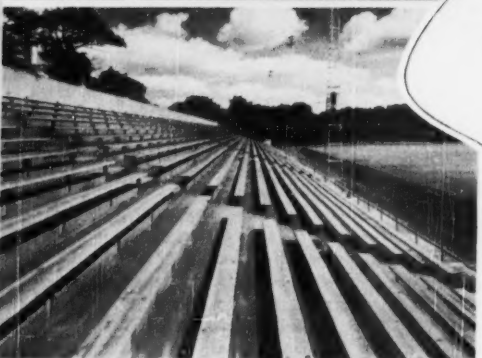
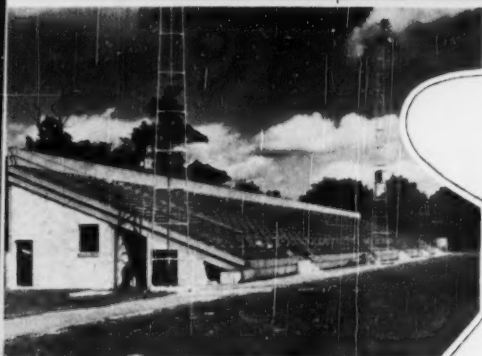
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The School Lunch

Conducted by Mary DeGarmo Bryan



HOCKADAY SCHOOL, GLADWIN COUNTY, MICHIGAN

RURAL SCHOOLS ARE LABORATORIES

for student teachers and manager-cooks

TEACHER training institutions are coming to realize the importance of school feeding and the necessity for every teacher's knowing about nutrition and lunch programs. Central Michigan College of Education has established such training for teachers on the campus and in rural schools near the college. The information probably goes beyond the school since each teacher reaches 25 to 35 rural homes.

The course includes a study of the following:

1. The causes and extent of malnutrition among school children, and its physical and mental effects; the characteristics of a well nourished child and the evidences of malnutrition.

2. How to attain good nutrition: (a) a study of nutritive requirements

HELEN DUMOND HERREN

Assistant Professor of Home Economics
Central Michigan College of Education

and the foods that furnish them; (b) the federal school lunch program; and (c) the establishment of a health program in the school.

3. Teaching nutrition at various grade levels.

We try to equip teachers to solve nutrition problems as they see the need. As a means of attaining good nutrition, the school lunch is of great importance, and teachers are eager to learn lunch management. In connection with the National School Lunch Program we learn how to apply for commodities, how to store food, how to prepare in large quantities many foods, especially those containing dried

eggs and milk and other Sections 32 and 6 commodities, and how to evaluate the program. We emphasize equipment arrangement, costs, menu planning, work plans, records and sanitation.

As we give this course it is desirable that teachers immediately begin its use in their schools and apply it at once to teaching at different grade levels. Frequent advice is required so that the teachers do not attempt to teach nutrition to children as it has been taught to them.

In such a field course the schools are our laboratories. All schools are visited by the instructor, and needs are observed firsthand. Such is the interest of the teachers that by the time the instructor arrives they usually have selected those children who are

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badly undernourished. They also have weighed and measured the children and watched their lunch pails. Far too often these pails contain only a couple of cold biscuits, or bread and jelly sandwiches, or cookies; in some cases children carry empty boxes and sit alone for lunch. The teachers get to know the home circumstances and search for ways to correct them.

Together we plan the program for the school. We then look over the possible storage and cooking facilities and select the type of lunch that seems suited to this school.

In one class we had 52 teachers. Three schools taught by members of the class started the Grade B lunch, two, the C lunch, and one, the Grade A lunch; 22 use Section 52 commodities. Of the schools taught by members of another class, 19 signed up for Grade C lunches and 27 for Section 52 commodities; children in 13 other schools carry milk. There was not even a hot plate in any of these buildings.

The teachers must understand the characteristics of the undernourished child and that every child not receive-

ing daily everything his body needs is being underfed. Once they understand what can be done, conscientious teachers waste no time in doing it.

One teacher of 49 thin undernourished children writes, "The board of education has decided to heat that large room at the front of the building and is getting us a new stove so we are starting the Type B lunches soon."

Another says, "You will be glad to know that with the help of the P.T.A. and the money we had saved from box socials we are going to get that electric stove."

A third teacher went to her church for help in paying for milk for the children in kindergarten and the first and second grades.

Another young rural teacher says, "This course has offered a great challenge to my regular schedule in teaching school. I am now conscious of malnutrition. We now have the Type C lunch, and I have asked for a hot plate so we can serve some foods warm. I have stressed the Basic Seven, and now children are really bringing better lunches from home."

ASK FOR BETTER LUNCHES

Many teachers have banded together to force out candy sales and soft drink machines in larger school systems. Teachers with great courage have gone to school superintendents to ask them to improve Grade A and Grade B lunches being served in large school systems.

Everywhere following the class we have more and more hot lunch programs established and, above all, better food habits among the children. Children of parents who have farms and keep cows are encouraged to carry milk to school during cold weather and instructed in the proper way to carry it. The results are surprising. Some children bring a pint apiece, older ones as well as little ones, and teachers poke the jars into roomy pockets for easy carrying home at night.

Some teachers feel that raw vegetable drives do the most good. Children carry raw carrots and chopped cabbage in lunch boxes as a result of the drives. Also, many teachers report fresh fruit is being purchased in place of candy.

One fifth grade teacher says: "We are now working on a nutrition unit in science which has made children 'food minded.' Parents also have be-

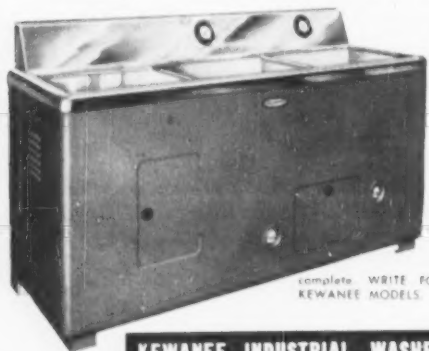
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Everette A. Jarvinen
Program Supervisor



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come interested, have ordered free nutrition materials, and have seen three nutrition movies with the children."

This teacher, with two others from the same school, is assisting the superintendent in setting up a Grade A lunch for this large consolidated system. It will serve several buildings.

Another teacher writes, "Two-thirds of my children are underweight and most of them get very little rest. In addition to lunches, as part of the classroom teaching we are having a sleep drive."

The class in school lunch manage-

ment is also given on campus during the summer, and while it is in session we have two workshops of one week's duration each for manager-cooks from schools serving lunches. We study the nutritive requirements of boys and girls and the contributions of the A and B lunches. We demonstrate and explain the value of weighing in large quantity cookery, the reconstitution and use of dried milk and dried eggs in cooking and baking, and the purchase weights of meats required to furnish the 2 ounce portions after cooking. Demonstrations are followed

by class work in which the women prepare a variety of foods suitable for lunches.

In evaluating many supposedly Grade A lunches, I have been greatly impressed by the failure of the majority of these lunches to meet the protein requirements. Therefore, the protein requirement is stressed, and many low-cost protein dishes are prepared.

The manager-cooks visit the cold storage distribution points for surplus commodities and study methods of distribution. They visit laboratories of sanitarians, watch them make swab tests, and discuss the use of dishwashing machines, the cleaning and sanitizing of dishes, and the insanitary results of using cracked dishes. In the biology laboratory they make agar plates and later view slides showing what happens when one does not thoroughly scrub her hands after using a handkerchief, making a trip to the toilet, or handling soiled dishes.

WORK TOGETHER

One of the things gained during this time is the fact that teachers and manager-cooks work together while they are on the campus. They learn to know one another and to talk over problems. They go to see new equipment, visit the canning center, determine what can be done to save food for winter use, exchange recipes and ideas, and find many ways to cooperate at school.

Improvement in sanitation results from awareness of undesirable situations. There is a pitiful need in our Michigan rural schools for better sanitation, including window screens and screened doors. No parent would want his child to open his lunch box to a veritable swarm of flies, yet this often happens. Lunch boxes have been opened at recess, and thoughtless teachers have allowed food to remain exposed to flies until noon. Even though the kitchen is screened, flies soon come in from other unscreened rooms. Alert teachers in our courses attempt to get boards of education to do something about these conditions.

After working with these courses for several years, we feel that teachers are better fitted to manage school health programs, including lunches, and to work with manager-cooks. We believe that the manager-cooks are conscious of the importance of their work and of the means of cooperating with teachers, children, parents and administrators in the conduct of a better lunch program.

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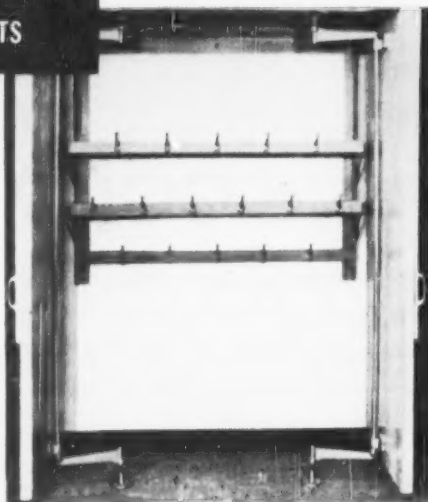
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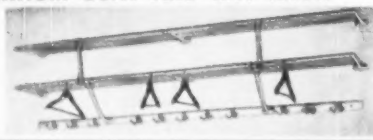
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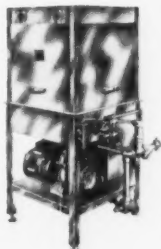
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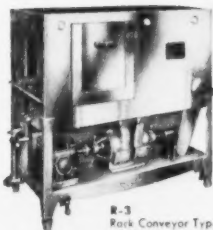
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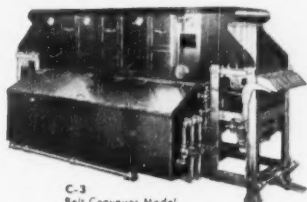
CU-16
Rock Type
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per hour



R-1A
Rock Model
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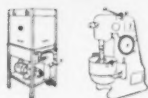
R-3
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4800 dishes per hour
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Audio-Visual Aids

Coordinating the use of

AUDIO-VISUAL EDUCATION MATERIALS

MARSHALL F. BROOKS

Principal, Jackson Elementary School
Jackson, Mo.

WITH the increasing supply of visual education materials now being made available to most elementary schools comes the problem of their effective use. While this involves co-operative planning by all members of the staff, the principal is especially responsible for devising means of helping the teachers use these materials effectively.

The plan suggested in this article presupposes that films, filmstrips, slides and the equipment for showing them are available to the school and may be had at the times requested by the teacher. Therefore, the problem to be solved hinges around the coordination of the materials so that the pupils will see films or other visual aids that meet their needs.

The most effective use of visual aids requires that basically the following conditions be met:

1. The teacher should be familiar with the material being used and know the educational contributions it will make.
2. The teacher should know the background of the pupils with regard to their previous experience with the materials to be used.
3. The principal should have information available to him that will give him a fairly complete picture of the teacher-pupil use of the various audio-visual education materials.

The problems involved in the organization and presentation of all teaching materials are such that it is not feasible to rely upon memory for the information concerning the use made of audio-visual aids. Therefore I suggest a method of keeping a record that is available to the teachers at all times.

The file system found effective in our school requires the use of two simple cards that are to be filled out by the teacher and that, when completed, give pertinent information for all members of the faculty to use. The first card, shown in Fig. 1, is filled out by the teacher after she uses the material. This card gives information con-

cerning the visual aid used. The teacher's comment on the educational value of the material and her suggested "follow-up" activities are also listed on this record. The information recorded proves valuable to other teachers who may desire to use the same material. It is also of great value to the teacher who fills out the card, since putting

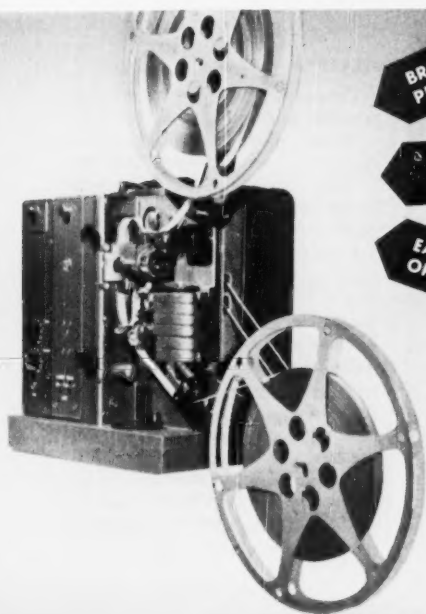
| AUDIO-VISUAL AIDS INFORMATION CARD | |
|---|-------------------------|
| Title _____ | Source _____ |
| Subject Area _____ | Grade Recommended _____ |
| Suggested Date for Use _____ | Copyright Date _____ |
| Synopsis: _____ | |
| Study Questions: _____ | |
| Follow-up Activities Used: _____ | |
| RECOMMENDATIONS Strengths and Weaknesses: _____ | |

Fig. 1. Card giving information concerning the visual aid used.

| AUDIO-VISUAL AIDS REFERENCE CARD | | |
|----------------------------------|---------------|------------|
| Grade _____ | | |
| Title _____ | Teacher _____ | Date _____ |
| | | |
| | | |
| | | |

Fig. 2. Cross-reference card by grade.

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down the information asked for on the card requires the teacher to analyze the value of the material that she has used.

A check-back on these cards from year to year helps the teacher find new ways of making the material more effective.

The second card, shown in Fig. 2, is a cross-reference card by grade. It gives, at a glance, the record of the materials which the pupils in a particular grade have used in the previous year. For example, if a second-grade teacher will check the first-grade file

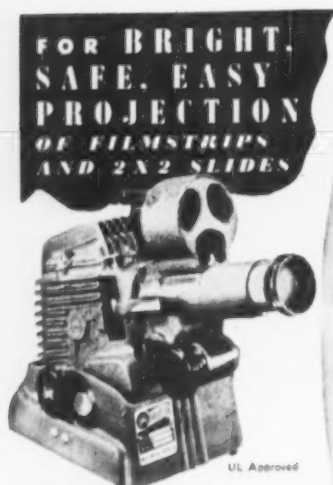
cards she will find listed there the materials used in that grade. From this list she may then refer to the item card shown in Fig. 1 and briefly review the description of the material and the uses made of it, including the teacher's "follow-up" suggestions. This will aid the teacher in planning a better audio-visual aid program for her pupils.

I do not suggest that repetition be totally avoided since there may be materials that need to be shown several times. But I do say that when the material is being used a second

time the teacher's knowledge of its previous use will enable her to present the material more effectively. Especially will this be true in her planning of learning activities and directing of the discussions that follow the presentation of the audio-visual aids to her class.

A record system will materially assist the principal in coordinating the entire visual education program of his school.

In all areas of learning, guiding an enrichment program of the curricular offerings of the school is the function of the principal. Since the showing of films has, potentially, the entertainment features of the picture



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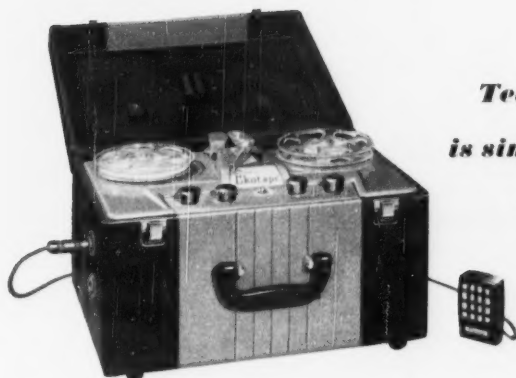


show, there is always the danger of entertainment's becoming uppermost in the minds of the pupils. The principal should be aware of this and assist the teacher in trying to bring the educational value into the most prominent position. The record card will help to justify the use of the film or cause it to be discarded as educational material, as the case may be. If some films are to be shown chiefly for entertainment, this should be noted on the cards.

DEGREE OF BALANCE

The use of a record system will also help the principal give some degree of balance to the use of audio-visual education material. It will help him to know exactly the use being made of the various materials from grade to grade.

It may be noted that there are many good methods of teaching subjects such as science, social studies and health and that audio-visual materials are only one aid. Whether a teacher makes much use of the material or little use of it is significant only in the total learning situation. The principal argument here is that with the use of the record system the principal knows where, when and how the material is being used by his staff. In this way he can assist the teachers in doing a more effective job.



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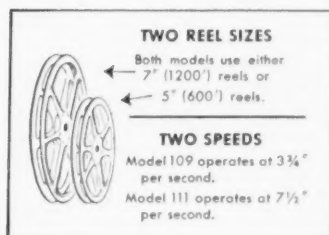
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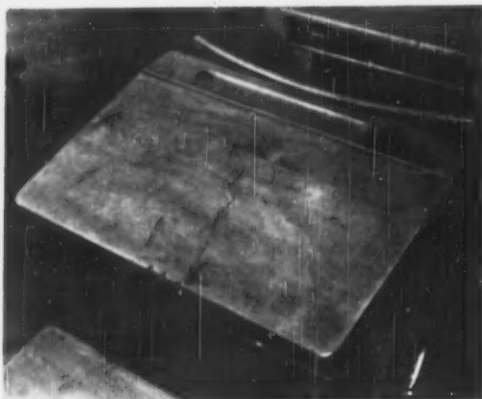
Webster Electric Company, Racine, Wisconsin, Founded 1909.



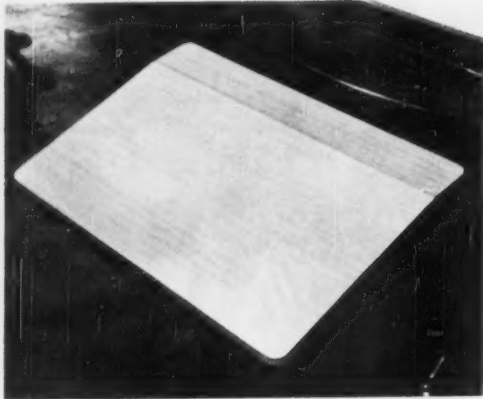
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BEFORE



AFTER

Using a laminated plastic to

REHABILITATE SCHOOL FURNITURE

R. W. SHAFER

Business Manager, Board of Education
Cincinnati

BECAUSE of the war emergency and the resultant scarcity of steel and other materials, it is essential that some satisfactory means of repairing old furniture be found, for it is difficult now to replace such equipment. Then, too, budgets for school maintenance rarely include sufficient money to provide adequately for the purchase of new and modern school furniture.

It is the tops of desks, tablet armchairs, and tables that receive the greatest amount of wear and damage. The frames of such furniture last a lifetime and require almost no maintenance. Our problem was to find some material that could be used economically and efficiently to renew school furniture that is structurally sound. We looked for a material that was economical, easy to apply, would wear well, was resistant to abuse by scratching and whittling, would improve the lighting in classrooms, and

finally, would be approved by the department of instruction officials responsible for the instructional program.

After investigating several products, we decided to use a laminated plastic in the rehabilitation of our school furniture. Tables with plastic tops were placed in several different buildings. The material was generally accepted by the teachers and custodians because its surface and color are permanent, it is easy to clean, it resists abuse, and it improves the general appearance of the classrooms. The type of plastic we used is made in a variety of colors. The finish we chose resembles a modern blond wood finish.

This acceptance of the first tables with plastic tops justified the use of plastic; we decided to refinish all of the furniture in one school building then being repainted.

A vacant basement room in this

building was used for the program. The carpenters removed the desk tops and surfaced them with hand sanders to present an even, smooth surface for coating with plastic resin glue. Laminated plastic 1/16 inch thick was placed on the glued surface. Fifteen or 20 tops were then fixed face to face and placed in bar clamps 5 or 6 feet long and drawn tightly to ensure proper adhesion of the plastic.

After a 24 hour drying period, the clamps were removed, and the edges of the plastic were cut and trimmed with a carbide tipped saw. The edging of the top with a portable electric sander completed the job. No metal binding was used for the desk tops. Instead, the edge of the plastic was rounded off with a small handpower driven portable router with a carbide tipped cutter.

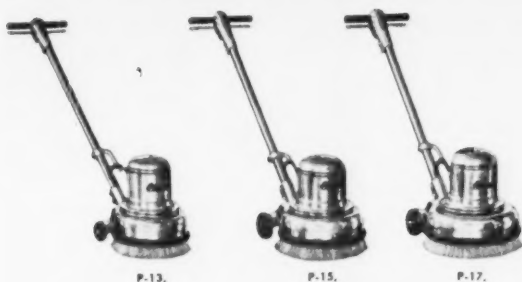
A similar process was used for tablet armchairs and table tops. Applying

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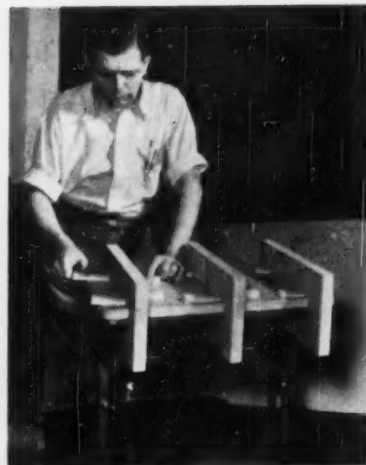
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1. The first step in the refinishing is the removal of old varnish and surface abrasions with a portable belt sander or by handblock sanding.



4. The plastic is laid in place; a caul board of 1 inch plywood ensures proper distribution of pressure. U-shaped clamps are slipped over the assembly, and pressure is applied with wedges.



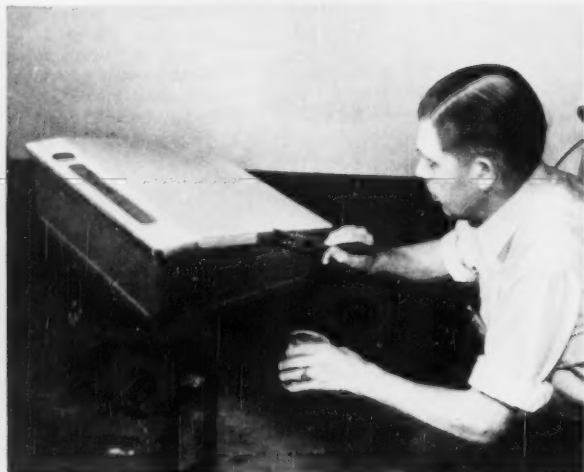
2. Deep scars in the desk top are filled with plastic wood. Then an even coating of glue is spread over the clean, smooth, sanded surface.



5. Setting time varies with the adhesive used. When the glue has set, edges of the laminated plastic are trimmed flush; at the same time varnish is removed from the edges of the top.



3. The plastic is cut to size; an overhang of 1/16 inch allows margin for slipping when pressure is applied.



6. Finally, the raw edge is lacquered. The same technique will be used to resurface the ink well section.

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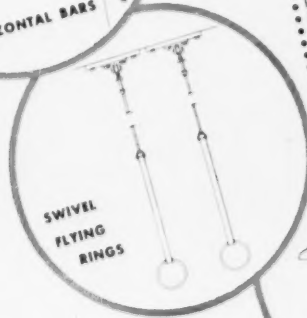
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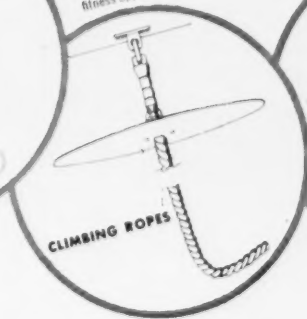
SIDE HORSES



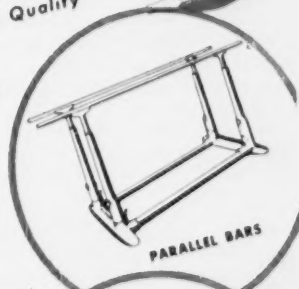
HORIZONTAL BARS



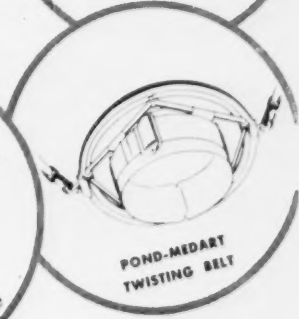
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PARALLEL BARS



PONG-MEDART
TWISTING BELT

laminated plastic to table tops on the job eliminates the necessity of removing the top from the legs and stripping all battens and moldings.

The resurfacing of this furniture at the school obviated the necessity of hauling the furniture to a central repair and refinishing shop. The principal, the teachers, and the officials in the department of instruction are highly pleased with the results obtained. The whole project has been justified because the plastic produced

1. A better top than any other method of refinishing we have tried.

2. A surface resistant to wear and tear and sanitary in all respects.

3. A marked improvement in classroom lighting.

4. A happier cleaning force because of the ease of cleaning.

5. An economical method of resurfacing.

6. An appreciative group of teachers and pupils.

The following is a record of the cost of applying the laminated plastic and of the sanding and dressing. The figures were compiled from our cost records in the spring of 1950.

The cost for covering one tablet armchair:

| | |
|--|---------------|
| Labor— $\frac{1}{4}$ hour at \$2.25 an hour | \$1.69 |
| Material— $1\frac{1}{4}$ square feet of laminated plastic at \$0.45 per square foot, plus glue at \$0.05 per square foot | 0.88 |
| Total | \$2.57 |

This total includes the cost of removing and replacing the tablet arm on the chair and is the average cost per arm in a lot of 90 tablet armchairs.

The cost for covering one 2 by 6 foot primary table:

| | |
|---|---------------|
| Labor— $1\frac{1}{2}$ hours at \$2.25 per hour | \$3.38 |
| Materials—12 square feet of laminated plastic at \$0.45 per square foot plus glue at \$0.05 per square foot | 6.00 |
| Total | \$9.38 |

The cost for covering one pupil's desk:

| | |
|--|---------------|
| Labor—1 hour at \$2.25 per hour | \$2.25 |
| Materials—3 square feet of laminated plastic at \$0.45 per square foot plus glue at \$0.05 per square foot | 1.50 |
| Total | \$3.75 |

These costs are the average, based on the prices for 125 tables and 400 pupil desks, for the application of the plastic and do not include the cost of repairs and rehabilitation of chairs, desks or tables.

We have been unable to do any resurfacing since our first experience, but we anticipate doing additional work some time this spring.

COMPLETELY SATISFACTORY

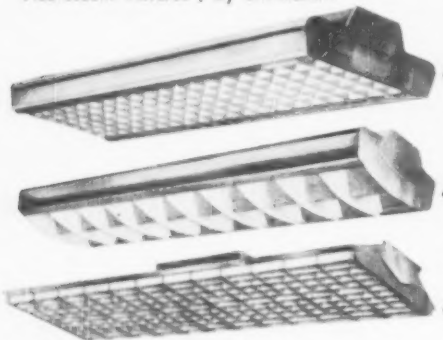
The reconditioned desks, after a year, are proving that the plastic resurfacing is completely satisfactory. The principal and teachers of the school in which this work was done are most enthusiastic about the results and offer no criticism of any element of the work.

Our employees are skilled carpenters and fully qualified to perform this type of work. It should be possible in small schools or districts to employ men experienced in cabinet or carpenter work who, with the simple equipment we use, can resurface furniture with laminated plastic.



There's far more to good lighting than meets the eye . . . there are six basic factors that must be considered in the selection of fluorescent fixtures for school classrooms. Efficiency, Economy, Ease of Installation, Ease of Maintenance, Appearance and Safety . . . these basic factors are the important "buying" factors of school lighting.

Smithcraft fluorescent fixtures incorporate every one of these essential requirements. You get glare-free light, pay less, (both initially and overall), provide better-looking classrooms, and enjoy maximum safety, when you specify one of "America's Finest Fluorescent Fixtures", by Smithcraft.



Smithcraft

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Literature on Smithcraft's Mercury, Eye-Q, and Daylitter . . . three of the nation's most popular school lighting fixtures . . . tells the reason for their success. Write today . . . we'll send copies without delay.

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for 2, 3, or 4 40-watt
or Slimline lamps.

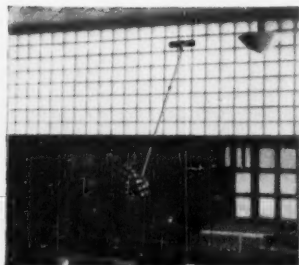
EYE-Q
for 2 40-watt
or Slimline lamps.

DAYLITTER
for 2 40-watt lamps.

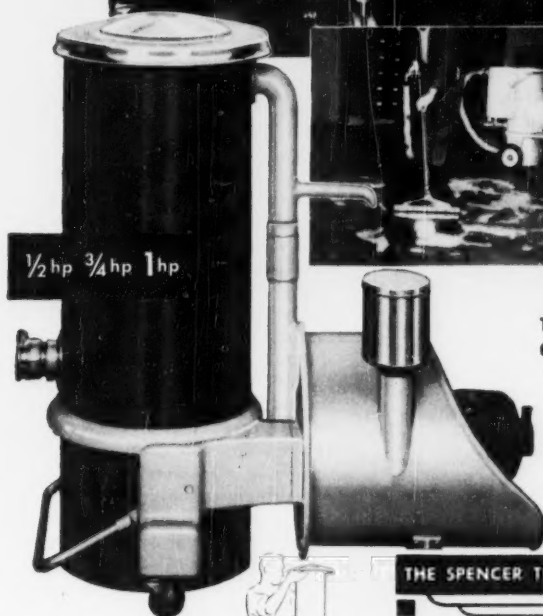
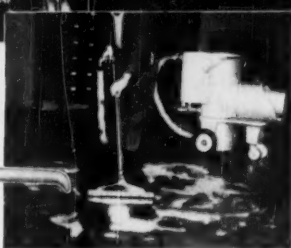
FOR MORE EFFICIENT SCHOOL CLEANING . . .

specify **SPENCERS**

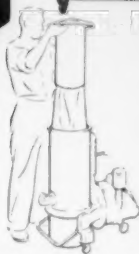
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- ② Special swivel elbow joint and light, ultra-flexible hose for easier handling.
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wire from **Washington**

Rationing plan set

► July 1 is still the date on which the N.P.A. plans to begin a nationwide materials allocations plan. Doubts about its need, rife early this month, have been swept away by N.P.A. head, Manly Fleischmann.

Fleischmann told Congress: "We'll have a materials control plan, but it will affect only 100 materials instead of 1000 as during the last war. Under this plan, all essential producers will be taken care of. Those who need materials for essential uses will get a ticket from the government entitling them to buy steel, copper and aluminum, in preference to having that same steel, copper or aluminum go into juke boxes or what not." (Yes, reader, N.P.A. agreed that school manufacturers and school contractors are "essential users.")

Steel for buses assured

► School bus manufacturers will have the steel they need—even before the formal allocations plan begins. This assurance came round about, but it's official. Rep. L. G. Sasser (D-Md.) asked the defense transportation administrator, "What about steel for school buses?" The transportation administrator wrote to the National Production Administration suggesting that steel be allocated "to meet known nationwide school bus requirements." Back came N.P.A. and told both the congressman and the transportation administrator: "Yes, materials will be available for constructing school buses for use in time for September."

Controls go

► Little is left of the controls the federal government had clamped upon many aspects of school and college life in the gloomy days of January. Salaries of educational employees were first to be decontrolled. And this month Price Stabilizer DiSalle decided that tuition rates in all schools and colleges are no longer subject to the freeze. Nor are

meal prices in school and college cafeterias.

No draft for college boys

► Congressmen have for years had a simple and politically safe draft policy: No privileges to special groups; everybody served alike—rich and poor, genius and near moron. The thought of deferring boys because they are fortunate enough to go to college has been especially distasteful to Congress.

It was a departure therefore for a committee of Congress to agree on a student deferment plan. Yet it has happened. Without taking the issue to the full House, the House armed services committee approved a scheme under which it will be possible for a boy who is graduated from high school this June to go through four to eight years of uninterrupted college and professional training.

The scheme is simple: The bright boys can stay in school. And brightness can be shown in either of two ways: by making a good grade on a nationwide aptitude test or by maintaining a good scholastic record in their college courses.

Labor is said to dislike the plan because it smacks of privilege. (An article concerning the opinions of school administrators on U.M.T. and the draft appears on page 67. A news story telling how the draft deferment plan will operate begins on page 92.)

The TV tempest

► Schools and colleges can go ahead and build 209 new television stations—provided they have the money to build and provided that money can buy the needed materials. That, realistically, is what the F.C.C. assignment of 209 channels to education means. In granting the channels to education, the F.C.C. has been liberal (if you talk to commercial broadcasters); or has been niggardly (if you talk to F.C.C. Com-

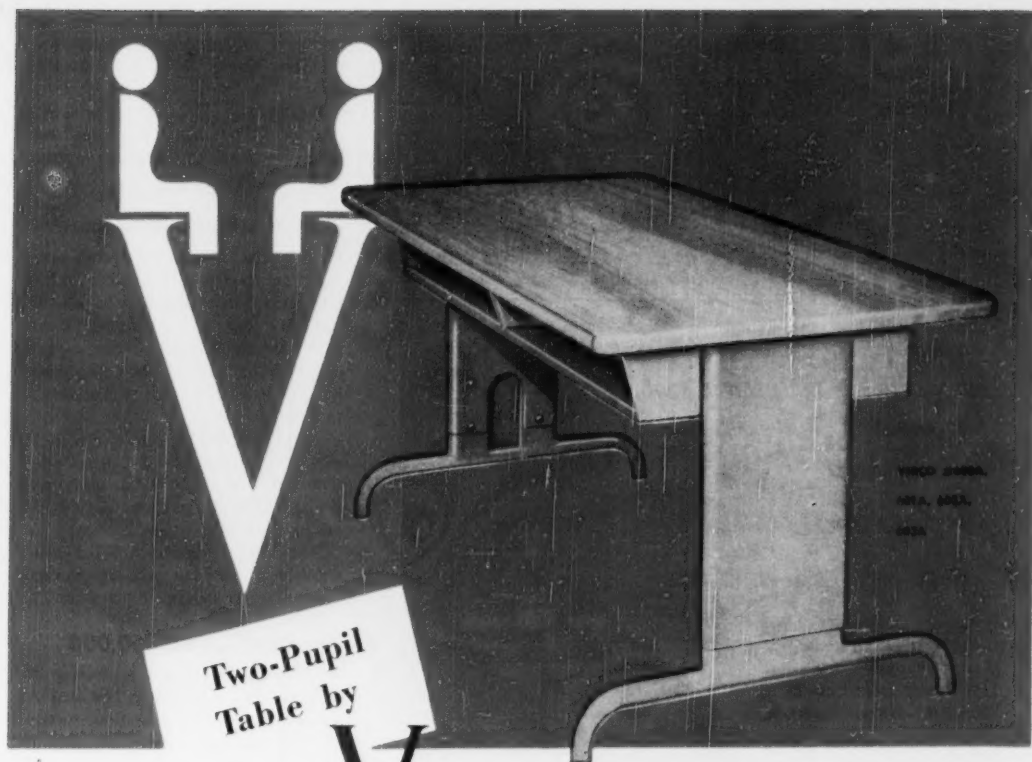
missioner Frieda Hennock). The fact is, however, that less than half a dozen school systems and colleges have immediate plans to make use of the channels. Many are interested for the future.

F.C.C. Chairman Wayne Coy insists that educators must make up their minds "in the reasonably near future" whether they will use the television channels. But he admits that fast action is not possible because "governors, state legislatures, boards of trustees, administrative officers and faculties are all involved in this decision. More than one session of a state legislature might be required for this problem," he said.

In the meantime, Mr. Coy says, commercial broadcasters will have to be lenient in making time for education. He sees no reason why commercial stations cannot interrupt series of commercial programs to make way for educational programs.

But Commissioner Frieda Hennock is not satisfied with halfway measures. In a bristling statement she took her own commission to task for "killing educational television in practice while conceding its importance in principle." She told her colleagues that the 209 stations earmarked for education do not even approach the minimum required for adequate use of television by educators. She said that most of our larger cities have been placed at a disadvantage by being granted only one educational station to serve millions. But Miss Hennock has few sympathizers among her fellow commissioners. Commissioner Webster does not want any channels reserved for education. He said: "Such a reservation is warranted only if a specific showing is made that there is a reasonable probability that it will be utilized in the reasonably near future."

About the middle of May the F.C.C. will again take a look at the TV spectrum to correct inequities. Educators will then have another chance to state their case. But after the May hearings the fate of television will probably be



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65,000 square feet devoted to producing the finest of school equipment.



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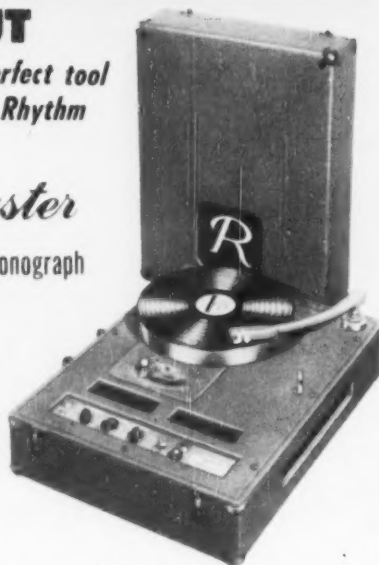
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The New
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All-Purpose High Fidelity Phonograph

Featuring the famous REK-O-KUT
Variable Speed Turntable that
plays all records (from 6" to
16") at any speed from 25 to
100 R.P.M.—Without Distortion.

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Convention in Atlantic City who saw
the RHYTHMASTER demonstrated for
the first time endorsed it on the spot
as invaluable for teaching typing,
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- 1—A Professional-Type Full Range High Fidelity Phonograph.
- 2—A High Fidelity Public Address System
(when microphone is plugged in).
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- ★ With the **Rhythm**master you can play any 33's, 45 or 78 R.P.M. record at its regular recorded speed, or at **any increased or decreased speed which best meets the exact requirements of teacher and pupil.**
- ★ By plugging a microphone into input provided, the instructor can superimpose his or her voice over the melody being played and **accent the record with personal comments and instructions.**
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WRITE FOR NEW, 1951 CATALOGUE OF REK-O-KUT INSTRUMENTS FOR THE EDUCATIONAL FIELD.

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sealed. The commercial broadcasters will begin an unprecedented expansion of television shows. What will education do?

FOOTNOTE: TV stations grossed a total of \$105,000,000 last year, three times the amount the young industry took in 1949.

Half a million—how soon?

► N.E.A. is having a tough time reaching that coveted goal—half a million members. Latest count shows 454,893 members, highest in its history. Executive Secretary Willard Givens hopes to see the 500,000 figure, however, before he turns over the helm of the association in July 1952.

The N.E.A. hasn't yet cracked its 93 year old puzzle: how to attract more members from big-city school systems. Today, as in past generations, most city teachers are still outside the fold.

The 27 states in which N.E.A. made substantial gains last year are primarily those of rural and small city areas.

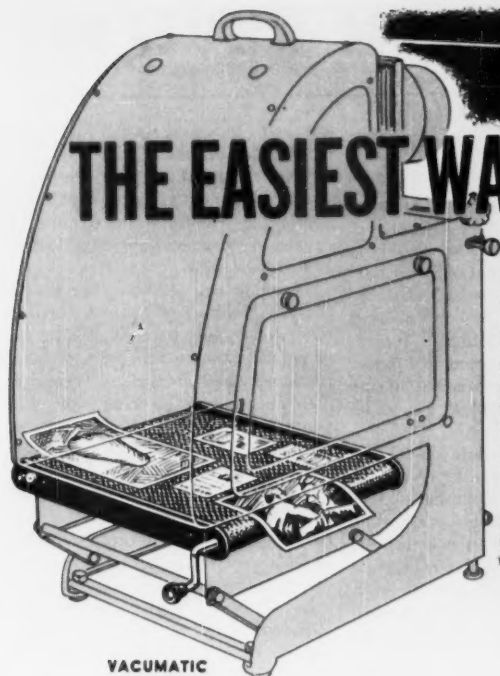
For 8000 not 80,000,000

► Washington is set to receive the headquarters of the new National Association of Adult Education, forming in Columbus this month. This new body is a merger of the old American Association for Adult Education and the N.E.A.'s department of adult education. Before the merger each had a paltry 2000 members. The new body hopes soon to shoot membership totals up to 8000.

The big problem, of course, is how to serve some 80,000,000 adults, many of them troubled by emotional instability, by boredom, by problems of home and family life and by fears of oncoming old age. The new association, however, will touch lightly, if at all, on these issues. Its officers believe its top priority job should be to train a corps of professional adult educators. These will, in time, serve local school systems, extension services, and the junior college movement. For that reason the association will turn its attention inward; will be absorbed for the next several years with training adult education leaders for the future. The adult population, meanwhile, will have to get along as best it can—on its own.

Money for research

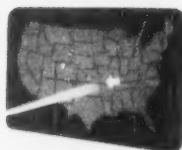
► The South, called sleepy by song writers, is awake to the fact that the Defense Department will spend a billion dollars on research in the next five years.
(Continued on Page 114.)



THE EASIEST WAY...

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**POINTEX*
PROJECTION POINTER**

Beseler's revolutionary **FEED-O-MATIC®** feature on the new **VU-LYTE** Opaque Projector permits continuous, smooth projection of mounted or unmounted material.

Think of it! You simply feed your lecture material *as is* onto the metal conveyor belt of the **FEED-O-MATIC**, and advance it into projection position by turning a handle. There is no special need to mount copy, or insert it into holders—because the unique platen of this ultra-modern projector holds *all* copy material *absolutely flat*.

You can feed mixed or continuous copy through evenly, and without light flashes—since the platen is not raised or lowered. A full 8½x11 page or a postage stamp are projected with equal ease. There is no curl or flutter. As new copy is fed in at the left side of the projector, preceding copy is ejected from the right side. Thus you obtain uninterrupted projection—which aids tremendously in the efficient presentation of mixed copy, and proves eminently suitable for continuous copy in scroll form.

The **FEED-O-MATIC CONVEYOR** is one of the exclusive Beseler developments that make the **VU-LYTE** the easiest opaque projector in the world to use—ideal for schools, churches, clubs, and business. And there are many other outstanding **VU-LYTE** features that team to help you obtain peak performance with maximum ease.

1. **YOU CAN** use the **VU-LYTE** in a partially-lighted room. Total darkness is not necessary in order to obtain clear, sharp images and brilliant colors—because **VU-LYTE** provides extra illumination.

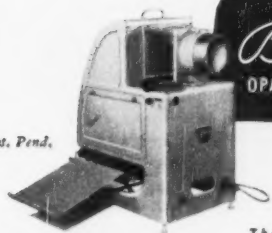
2. **YOU CAN** use copy "as is"—without mounting or inserting into holders. The unique Beseler **VACUMATIC PLATEN*** holds all copy *absolutely flat* during projection. A full 8½x11 page letter or a postage stamp

can be projected with equal ease, without curl or flutter.

3. **YOU CAN** project a lighted arrow onto any part of the illustration by means of the new Beseler built-in **POINTEX* POINTER**—thereby pointing out details without leaving the projector.

4. **YOU CAN** use **VU-LYTE** on an uneven surface—project on small or large screens. In addition, **VU-LYTE** is an amazingly quiet and cool operating projector.

*Pat. Pend.



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These advanced, exclusive features, plus others, are incorporated in a projector that weighs only 35 lbs. and is **REDUCED IN PRICE**.

Ask for *free demonstration* of the precision-built **VU-LYTE** in your own projection room. And for more information regarding this truly new concept in opaque projection, ask for booklet N.

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The most efficient louvered fixture on the market (85.5% by E. T. L. Analysis) ... other large installations where well diffused high intensity lighting is desired. Available in 48" and 96" lengths.

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NEWS IN REVIEW

Ohio State Given Grant for C.P.E.A. Research

COLUMBUS, OHIO.—Ohio State University has received a \$289,500 grant from the W. K. Kellogg Foundation to conduct a special five-year project as part of the C.P.E.A. research program. Ohio State thus becomes the sixth institution designated by the Kellogg Foundation and the A.A.S.A. for research and experimentation in a broad program for the improvement of the professional preparation of the school administrator.

Donald P. Cottrell, dean of the college of education, will supervise the project. An advisory committee of representatives of five colleges on the Ohio State campus will aid in bringing the resources of their respective colleges to bear on the training project. In addition to education, these are: arts and sciences, agriculture, law, medicine, and commerce.

Several Ohio communities, both in rural and city areas, will be invited to participate in the project. They will provide laboratory situations for the school administrative trainees. At the same time, resources of the university will be made available to these communities for the improvement of their own educational programs.

Citizens Commission Opens West Coast Office

NEW YORK.—A new West Coast office for the National Citizens Commission for the Public Schools has been opened in Sacramento, Calif.

Headed by Kenneth H. Dobelbower, the second regional office has been set up because of the "increased urgency" for citizens' activity in behalf of public schools, it was announced by Henry Toy Jr., commission director.

The regional territory Mr. Dobelbower's office will cover includes the states of Washington, Oregon, Idaho, Utah, Nevada, Arizona and California.

Financed by the Carnegie Corporation, the Rockefeller Foundation and the New York Community Trust, the organization is on a nonprofit basis and its purpose is to encourage further citi-

zen participation in behalf of public school improvement.

With the belief that the solving of school problems primarily must be done on the local level, the commission opened its first regional office last spring at Louisville, Ky.

"The problems of West Coast schools are grave," Mr. Toy, declared. "During the past 10 years tremendous increases of population have brought with them enormous school enrollments. These children must have classrooms, tools with which to learn, and qualified teachers. It is a task which will require the best efforts not only of educators but also of thousands of citizens."

"Working with established authorities, both lay and professional, Mr. Dobelbower will seek to awaken further this sense of responsibility."

Mr. Dobelbower was deputy superintendent of public instruction of the state department of education in Nevada before joining the commission.

How Draft Deferment Plan Will Operate

CHICAGO.—How Selective Service plans will affect student deferments from the draft was told to delegates to the National Conference on Higher Education which met in Chicago April 4. Col. George A. Irvin, chief of the field division of the Selective Service system, came from Washington to put the college officials straight on the subject of deferments.

As the plan now stands, Col. Irvin declared, college aptitude tests will be given to draft registrants now in college. These tests will be given by the Educational Testing Service of Princeton, N.J., on May 26, June 16, and June 30 at between 1000 and 1200 centers, chiefly located on college campuses.

Test papers will be scored and the score made on the test by each individual registrant will be sent by the Educational Testing Service to the local draft board, where it will become a part of the man's individual file to be considered as the local board weighs his classification. Each board will be permitted to decide for itself if it wishes to defer college students who pass an aptitude test or stand sufficiently high in their class.

The class standing of the individual registrant also will be used as evidence



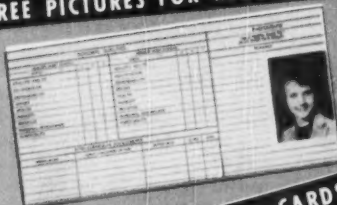
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NEWS...

for deferment, Col. Irvin made clear. In order that the local board may have the benefit of this evidence, it will be necessary for those schools attended by draft registrants to rank, scholastically, the male members of each college year or class. Regulations, as now proposed, provide that registrants who have had no college experience will enter the freshman class without reference to grades made in high school or to the score made on the college aptitude test.

For those young men who are now

freshmen but who expect to continue their studies as sophomores, a standing in the upper half of the freshman class will be required for consideration. Prospective juniors must have a standing in the upper two-thirds of the sophomore class, and prospective seniors a standing in the upper three-fourths of the junior class.

Prospective graduate students must have a required college aptitude test score or be in the upper half of the senior class. Graduate students now in

school will be considered for continuance in study programs leading to a degree, provided the school certifies that they are currently meeting all requirements for graduation and that graduation is expected to occur in the normal course of time.

Students enrolled in undergraduate programs that require, normally, more than the usual four years for completion, will be considered as seniors.

Col. Irvin pointed out that the individual registrant may qualify for deferment on either of two criteria: (1) that he attain a designated minimum score on a college aptitude test or (2) that he achieve a standing within the specific upper limits of his college class. By dropping the required score and by reducing the factor of class standing it would be possible, under this plan, to defer every registrant in any college. By raising the requirements of score and class standing and coupling them together, thereby making it necessary that the registrant meet both criteria, the number to be considered for deferment could be reduced to whatever degree the national interest might require. This meets the requirement of flexibility, the Selective Service authorities believe.

The proposed regulations do not specify a particular curriculum or discipline to be followed. All college study, pursued in institutions as defined by the Congress, is currently presumed to be in the national interest. This basic legislation, as well as the proposed regulations as now drawn, empowers the President to defer such categories of students as may, in his estimation, be desirable in the national interest.

A further recommendation of the committees that registrants deferred for college study have their periods of *military liability* extended by a period equal to that for which they were deferred has not been implemented since existing law does not permit such action. This provision for such action does appear, however, in legislation now pending.

"We believe that this plan can and will operate in the best interest of the nation," Col. Irvin concluded. "It will not be easy, for no plan that places compulsion upon only part of our citizenry can ever be administered without problems and without effort. The plan is designed to operate in the interest of the nation and not in the interest of the individual or the college."

Every action taken, every classification arranged, every induction accom-

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ENGINEER FOR SPECIALIZED ADVICE

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PARTICULAR NEEDS . . .

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laboratory units — nutrition-dietetic

teaching — grooming centers —

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— fabric rooms — vocational

— work shops — industrial arts

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— equipment and furniture need in school laboratories, shops,

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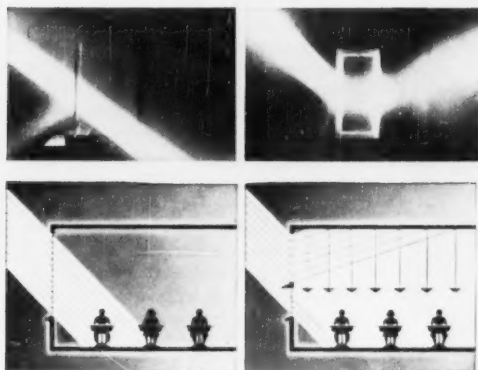
E. H. SHELDON EQUIPMENT COMPANY
MUSKEGON - MICHIGAN





Insulux daylighted classroom in the James Vernor Elementary School, Detroit, Michigan. Architects: Eberle M. Smith Associates, Detroit. Contractors: Emil Van Sile Company, Detroit. This school was one of the original three Detroit Insulux Fenestration "test" schools.

Daylight Engineering CAN GIVE YOUR CHILDREN THE SAME GOOD DAYLIGHT THAT DETROIT'S CHILDREN HAVE



Above, child near ordinary window gets harsh brightness and glare, others suffer from high degree of contrast, need overhead light. Right, light beams striking Insulux Glass Block No. 363. See how built-in prisms route light UP, and spread it. Result is even, diffused light over all parts of classroom.

A few years ago, the Detroit Board of Education became gravely concerned with lighting conditions in Detroit schools.

After long investigation, it incorporated Insulux Fenestration Systems in a group of three test schools. Results were so excellent that glass block is being specified in practically all of Detroit's new school buildings.

Daylight Engineering can help you, too, to build schoolrooms with the right quality and quantity of daylight. An Insulux Fenestration System using the new Insulux Light Directing Glass Block No. 363 eliminates excessive glare, provides even, diffused daylight over all parts of the classroom even on the inner rows of desks, work tables and blackboards.

If lighting conditions in your school buildings are poor, or if you are planning to build, find out all about the revolution in school daylighting. Send for our new free booklet, "Better Light for Our Children." Write to Daylight Engineering Laboratory, Dept. NS-5, Box 1035, Toledo 1, Ohio. Insulux Division, American Structural Products Company, subsidiary of Owens-Illinois Glass Company.



INSULUX FENESTRATION SYSTEMS

— by the pioneers of Daylight Engineering

NEWS...

plished and every deterrent granted must be weighed in the scale of the national interest. Your sympathy and support are essential to the end that the nation may, to the greatest degree possible, support and maintain those various activities, military and civilian, which are essential to its survival."

Gets Grant for Research on Selecting Teacher Trainees

NEW YORK.—The U.S. Public Health Service has awarded the Bank Street

College of Education a \$10,000 grant-in-aid to support a year of research on a new method of selecting qualified candidates for teacher training.

Since the results are expected to provide an important contribution to education by clarifying the standards and criteria of a good teacher, the school is developing a new technic which recognizes the importance of the psychological factors in teaching. It studies not only the teacher's knowledge of methods and concepts in the field of modern edu-

cation but also her feelings about children and the teaching rôle.

The college believes that the personality of the teacher in training is particularly important, since the learning process is understood to be rooted in the quality and strength of the interpersonal relationship between teacher and child.

Good Nursery Schools Needed for Children of Working Mothers

NEW YORK.—"Industry is going to take women out of the home whether we want it or not," declared Frances R. Horwich, president of the National Association for Nursery Education. The association held its 1951 biennial conference here in March.

"War or no war, mobilization or no mobilization, children of three and four need good nursery schools," she declared. Groups interested in the education of young children, she said, have more time to make plans than they had at the beginning of World War II and many of the mistakes made during the war can be alleviated.

Dr. Horwich believes that both state and federal aid will be required for the care and education of young children of working mothers.

"We are terribly concerned with good professional standards," she said. "We know it's costly, but you can't put 100 children under the care of one teacher."

New York School Board Aides Discuss Narcotics Problem

NEW YORK.—More than 500 members of the administrative and supervisory staffs of the board of education met here March 8 for a conference on "What Every Teacher Should Know About Narcotics and the Problems Involved."

Frank J. O'Brien, associate superintendent in charge of child welfare, who spoke at the meeting, declared that the narcotics problem had "reached an acute stage within the last year" and that, as part of a coordinated program, the board soon would send a new curriculum to the schools for the education of children on the dangers of narcotics.

Bernard Boylan, head of the police department's narcotic squad, told the group that drug addiction among school children had created "a sad situation in our city," unparalleled in his 35 years' experience on the squad. "At least 5000 men and women under 20 years of age are addicted to drugs," he said. He added



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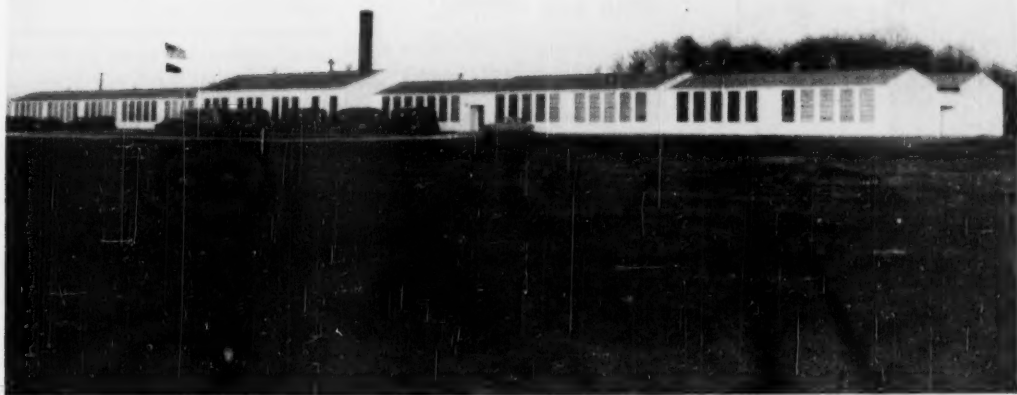
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NEWS...

that his department's part in curbing addiction was to arrest drug sellers and press for severe jail sentences.

Discussing treatment and treatment facilities, Dr. I. Herbert Scheffer, acting director of the bureau of medical and hospital services in the department of hospitals, said there are at present 30 teen-age addicts in city hospitals and that at times the number has risen to 50. He called this addiction largely a psychiatric problem that could not be treated solely by hospitalization.

The commissioner of health, John F. Mahoney, spoke of the difficulties in detecting symptoms of addiction and said his department's contribution should be a study of the comparatively new problem. He said the department would sponsor a research project on the use of narcotics among juveniles.

Education, Training Part of Nation's Defense, Says Wilson

WASHINGTON, D.C.—Education and training make up an integral force of the nation's defense, said Defense Mobilizer Charles E. Wilson in his first quarterly report to the President.

"The men and women who will be needed in the future for military service, for the factories and the farms are the children now in primary and secondary schools," said the defense chief. "In view of the long-range character of the defense program, it is important that we develop further the present American system of local, state and federal cooperation for meeting our education responsibilities."

"The need of eliminating overcrowding of schools and of providing adequate educational equipment and staff," said Mr. Wilson, "must be weighed against the other competing claims for scarce materials and manpower during the emergency period. Prompt action is particularly necessary where schools are overburdened because of the growth of defense activities."

Regarding other roles of education for the nation's defense, Mr. Wilson said:

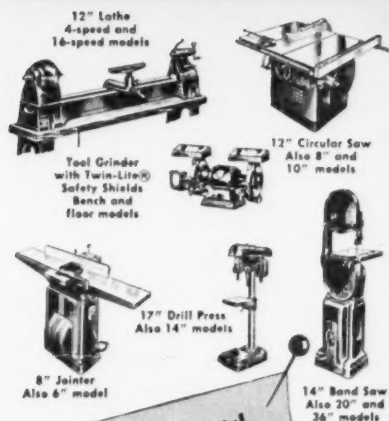
1. Students must be deferred. "Since the present critical world situation may last for many years, we must not deplete one of our principal assets—our highly trained personnel in many specialized fields. Enough engineers, scientists, doctors and other specialists must continue to flow out of our colleges for replacements and to meet the increasing demands of our complex modern society. To meet this need, a sufficient number

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NEWS...

of students will have to have their service in the armed forces postponed and be allowed to continue with their college education." Wilson was the first among top-level officials to admit that financial assistance will have to be provided for exceptionally qualified students unable to pay their own way.

2. Training for defense jobs rests with the employer, but schools must help. Wilson said the government is prepared to help the war contractor train employees for defense jobs. "The

Department of Labor's skill improvement program is available to give each employer such assistance as he requests for in-plant training. In addition, the federal-state vocational education system will provide instructional personnel, materials or facilities for defense training when they are beyond the capacity of individual employers. In this way, the needed training will be tailored to the needs in each locality and each plant."

Wilson added that the Department

of Labor is speeding up its apprenticeship program to assure a sufficient number of craftsmen for critical occupations.

3. Scientific research must continue. Wilson said a committee on research will be set up in his office to provide advice and guidance on research affecting mobilization.

Plan Series of TV Programs for Adult Education

NEW YORK. — Money for the first network series of television programs for adult education has been appropriated by the Alfred P. Sloan Foundation, Inc.

The foundation has earmarked \$87,500 for a half-hour weekly series which will be devoted to the general subjects of economics, social and natural sciences. The series will be presented in cooperation with the National Broadcasting Company.

The network will donate the air time, studio facilities, and technical equipment.

Arnold J. Zurcher, executive director, said the foundation had long been interested in using television as an education medium. It financed the "University of Chicago Roundtable" for 10 years in radio.

"We will experiment with various formats in producing the television program," he said and added that it would be a "live" program for the most part but that film clips may be inserted from time to time.

In making its first grant for 26 experimental television programs, the foundation set up Teleprograms, Inc., a nonprofit corporation. William Hodapp, formerly script editor and a producer for station WAVE, Louisville, Ky., is its executive director and will be in direct charge of planning the new television program.

Drop-Outs Show Alarming Increase, Survey Shows

NEW YORK.—The National Child Labor Committee made public March 23 the findings of a sample survey it conducted in 119 high schools in representative cities.

The disclosure was made at a meeting of the organization's board of trustees held at the Gramercy Park Hotel here.

The committee revealed an "alarming" increase of drop-outs since the Korean War and attributed this to the expectation of draft, greater employment

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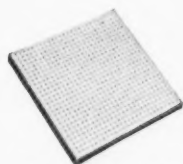
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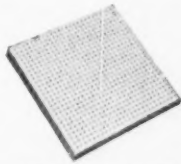
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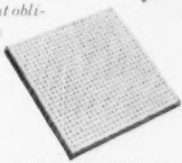
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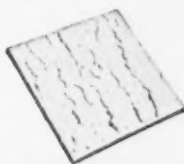
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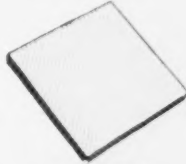
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NEWS...

opportunities, and increased student restlessness.

Questionnaires were sent to 226 superintendents and 119 responded. Of the cities represented, the largest number, 66, have a population of from 50,000 to 100,000 while five have more than 500,000 residents.

Sixty-five of the superintendents who replied reported "a noticeable increase" in drop-outs as compared with last year. The trend has accelerated since Christmas but was started last fall in some schools. Students with good academic standing tended to remain in school but the drop-outs were most marked between the ages of 17 and 18, especially in the graduating classes. Less interest in academic work was noted in many communities.

Fourteen schools reported that the girls' rate was the same as the boys', but two called it greater. Where the girls had the problem of an early marriage, or postponing marriage plans indefinitely, the boys did not know whether they would go directly into military service upon graduation, to work, or to college.

More than half the superintendents who replied stressed the need for better guidance services with emphasis put on individual and intimate counseling, thus enabling boys and girls to discuss their own specific problems.

Other suggestions included changes in the curriculum to include "practical realities," school sponsored parent-boy meetings in an "armed forces reorientation program," close cooperation with draft boards, follow-up letter to drop-outs, and a stay-in-school promotion campaign.

Mrs. Gertrude Folks Zimand, general secretary of the National Child Labor Committee, declared:

"Our high schools have not yet fully regained the ground lost in the war years, and already they are experiencing again the same pressures upon young people to leave school.

"Jobs are easy to get; wages are attractive. School work seems unreal in the light of impending military service. The desire of young people to have a period of independence and money-earning is strong."

She called for "the immediate inaugu-

ration of a continuous year-round 'Stay-in-School Drive' carried on with the full support of the armed services as well as the U. S. Office of Education and other national, state and local governmental agencies."

Baltimore Schools Refuse to Ban Lattimore Talk

BALTIMORE, Md. — The city council here was defied March 6 by the school commissioners, who refused to forbid Prof. Owen Lattimore to address a high school assembly March 7.

"We do not agree with the suggestion that high school students should be shielded from all controversial subjects and personalities," stated the board.

Mr. Lattimore is a professor of foreign affairs at Johns Hopkins University and is widely recognized as an expert on the Far East.

The city council, following a three-hour debate, had voted 13 to 6 to ask the school board to ban Professor Lattimore from school rostrums. The council said he should not be permitted to speak so long as the Institute of Pacific Relations, of which he once was an officer, was being investigated by a Senate committee in Washington.

The school board declared:

"If we were convinced that Mr. Lattimore is disloyal, we would not grant permission for him to speak, but Mr. Lattimore has not yet been found guilty of disloyalty by any responsible agency."

Englewood Teachers Cleared of Charges of Subversion

ENGLEWOOD, N.J.—The board of education here has found the allegations that certain teachers in the system were guilty of subversive actions in classroom teaching completely groundless.

Frederick G. Cartwright and the Englewood Anti-Communist League had charged and insinuated that certain teachers were guilty, but these allegations were "completely baseless," declared the board.

Dr. Harry L. Stearns, superintendent of schools, announced that the board regarded the charges "as having been based on hearsay and inconclusive evidence." The "accusers" admitted that they had based their allegations on hearsay and that even that evidence could not possibly indicate anything subversive.

Mr. Cartwright charged that several teachers had criticized the league before their pupils when they should have



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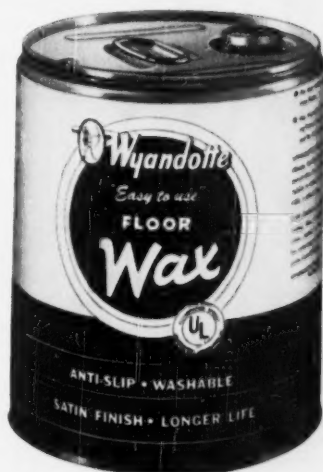
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NEWS...

praised the league as a patriotic organization.

A group of citizens simultaneously attacked Mr. Cartwright and said that his work paralleled that of Allen A. Zoll, executive vice president of the National Council on American Education, and its newsletter, *Educational Guardian*. The citizens' statement said that the council has been attempting to "control public school systems."

Mr. Cartwright stated last fall in police court that he had contributed funds to Mr. Zoll's campaign. He was on trial for breaking up a United Nations Association meeting.

School Secretaries to Hold Convention

BERKELEY, CALIF.—School secretaries who attend the work conference of the National Association of School Secretaries, July 2 to 6, may receive credit from the University of California. Talks and special classes or courses are scheduled in personality development, community relations, significant educational developments and trends, and cooperative planning in education. Afternoon discussion groups will be concerned with problems and areas of special interest to school secretaries.

This will be the third national conference concerned with professional training for the school secretarial staff. Last year one was held at Northwestern University; the year previously a conference was held at the University of Utah. Approximately 200 to 300 secretaries are expected to attend this year's meeting.

Special Courses Given for Counselors of Handicapped

CHICAGO.—To help meet the employment problems of handicapped workers two organizations recently granted 17 fellowships to employment and placement counselors.

The fellowships, totaling \$5000, were awarded jointly by Alpha Gamma Delta, international women's fraternity, and the National Society for Crippled Children and Adults.

The grants accompanying the fellowships covered tuition and maintenance for a special course which was held March 12 to April 6 in New York, it was announced by Lawrence J. Linck, executive director of the society. The course was held at the new Institute of Rehabilitation and Physical Medicine at New York University.

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NEWS...

John Lund to Work in Nicaragua Under Point Four Program

WASHINGTON, D.C. — John Lund, specialist in education of school administrators for the U.S. Office of Education since 1947, joined the staff of the Institute of Inter-American Affairs on April 2. His first assignment is



John Lund

at Nicaragua as chief of a field party to provide technical assistance in developing the education program. The project is a part of the Point Four program and will be administered cooperatively with the Nicaraguan ministry of education. Personnel is classified under the State Department's foreign service reserve.

Dr. Lund was technical consultant to the ministry of education for the Republic of Panama several years ago in a comprehensive survey of its national public school system. During World

War II he served the military government in Italy as civil affairs officer, provincial commissioner, and chief liaison officer. He was a lieutenant colonel.

A member of the U.S. Office since March 1940, he first served as senior specialist for the division of school administration and later was executive director of the Education Wartime Commission, deputy and acting national director of the High School Victory Corps, and civilian educational adviser to the War Department general staff, monitoring graduate training of army officers in 50 universities.

Dr. Lund has been a teacher, principal, superintendent, lecturer in education, and visiting professor of educational administration. He was consultant and state and regional director of the W.P.A. adult education and recreation program.

Since its establishment in July 1947, Dr. Lund has served as secretary for the National Conference of Professors of Educational Administration.

New School Buses to Be Streamlined Transit Type

WASHINGTON, D.C. — Within five years, half the nation's school buses will have a new look. They will be of the "streamlined" transit type, used commercially in city and interstate travel. The conventional type of school bus, with its truck-like chassis and front engine, is slowly on the way out.

Such is the prediction of school transportation officials in Washington. Hence, they have started mapping the safety standards which the new type of school bus should have.

The transit type of bus is certain to replace the conventional type because it is more maneuverable (its turning radius is smaller); is more economical, seating more pupils, even if it is the same size as the present bus (no seating space is taken up by the engine); and is safer (the driver's visibility is better since nothing interferes between his windshield and the road).

But hundreds of mechanical, engineering and safety details are yet to be worked out before the transit type of bus can be made safe for school transport. Safety officials at both the N.E.A. and the U.S. Office of Education are now receiving suggestions from manufacturers and school executives on what they believe the standards should be. A conference at which the safety features will be tabulated and codified will be



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Incombustibility of Kaylo Tile protects against fire. The tile withstand building fire temperatures up to three hours and are still strong enough to be walked on.

Insulating Value eliminates the need for additional insulating materials under all but severe conditions. The tile provide insulating value equal to

that of an inch and one-half of standard insulating board.

Structural Strength of Kaylo Insulating Roof Tile is more than adequate for typical roof loads.

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KAYLO ... first in calcium silicate



For complete details on Kaylo Insulating Roof Tile, write Dept. N-152, Owens-Illinois Glass Company, Kaylo Division, Toledo 1, Ohio.



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NEWS...

held in the fall, under the direction of Asst. Supt. H. C. Bleckschmidt, Normandy Consolidated School District, St. Louis. The exact place and time will be announced later.

Schoolhouse Needs for Decade Set at 14 Billion

WASHINGTON, D.C.—It's not just a war induced crisis—the patient has been sick a long time and is steadily getting worse. Our school problem doesn't stem merely from war induced condi-

tions. America's No. 1 school headache is its lack of adequate schoolhouses.

These were the conclusions reached by a committee of citizens from 29 national organizations in a special report called "Citizens Look at Our Schoolhouses" just released by the U.S. Office of Education.

The report, made public by Earl James McGrath, commissioner of education, presents information on what has happened to our schools during the last 25 years. It records the era of the

prosperous 1920's through the depression and on into World War II when all school replacement, improvement and maintenance were limited. In the present situation we are faced with shortages of materials and manpower, plus inflated prices.

Facts contained in the report should impress citizens with many of the problems school administrators face at this time in helping meet the urgent needs of our children. The report also focuses upon schoolhousing needs of the next decade which our country's growing population will dictate," stated Commissioner McGrath.

By 1959-60, the report declares, 270,000 new classrooms will be needed for increased enrollments in Grades 1 to 12, 150,000 of these will be for necessary replacements, 60,000 for reorganized school districts, and 40,000 for kindergartens and Grades 13 and 14.

The report points out that the cost will be plenty but termed it "an investment in America." The estimated basic cost per classroom, including related facilities, according to 1950 prices, is \$27,000. This means that the 270,000 estimated classrooms for Grades 1 to 12 will cost \$7,290,000,000, the 150,000 buildings for replacements, \$4,050,000,000, and 100,000 buildings for kindergartens, Grades 13 and 14, and those that are needed because of the reorganization of school districts, \$2,700,000,000. The total expenditures will be \$14,040,000,000.

Suggesting what a modern school should be like, the report discusses the planning and locating of a school and "the problem of financing."

Issuance of the report came immediately following a meeting of the Citizens Federal Committee on Education with Commissioner McGrath.

Education Tentatively Gets 10 Per Cent of TV Channels

WASHINGTON, D.C.—The Federal Communications Commission has proposed about 70 new ultra-high frequency television broadcasting channels and has tentatively allowed for about 10 per cent of the existing and proposed television assignments to be used for exclusive noncommercial educational purposes.

In contrast to the 107 television stations now operating in the country, the proposed expansion program would enable an increase eventually to about 2000 television stations in 1200 com-

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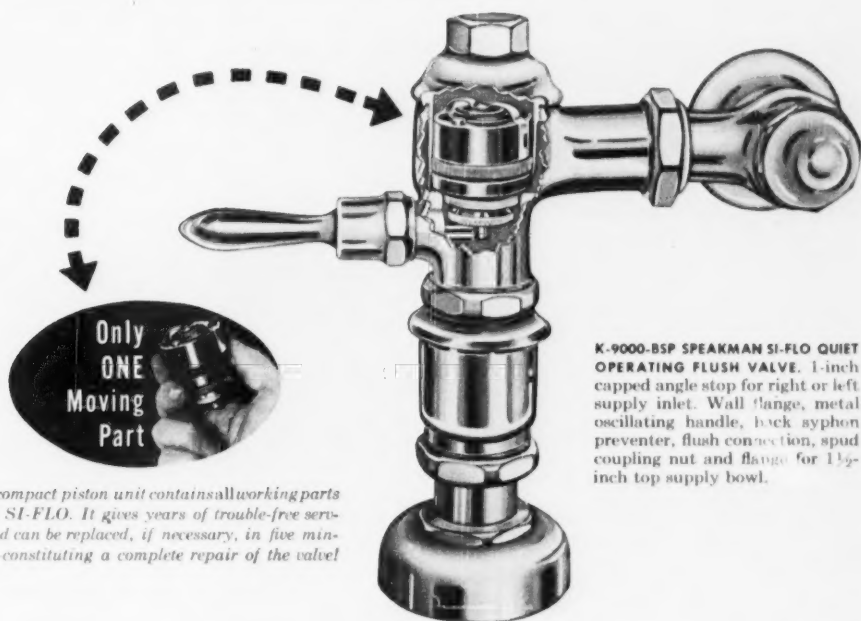
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This compact piston unit contains all working parts of the SI-FLO. It gives years of trouble-free service and can be replaced, if necessary, in five minutes—constituting a complete repair of the valve!

K-9000-BSP SPEAKMAN SI-FLO QUIET OPERATING FLUSH VALVE. 1-inch capped angle stop for right or left supply inlet. Wall flange, metal oscillating handle, back siphon preventer, flush connection, spud coupling nut and flange for 1 1/2-inch top supply bowl.

• ***Quiet Operating***

Even under supply pressures as high as 100 lbs. per square inch, it remains quiet throughout long operating life. It does away with hammering, knocking, line throttling and closing noises that are embarrassing annoyances.

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NEWS...

minuties, with 200 of these stations being used expressly for educational purposes.

The commission, in the proposed revisions, held that the need for non-commercial educational stations "has been amply demonstrated." The commission's plan is on a city-by-city basis. It would reserve one channel for educational purposes in all cities with three or more frequencies in either a high or standard frequency field. In other communities no reservations are being

made except in those places that are primarily education centers.

\$500 Increase Proposed for New York Teachers

ALBANY, N.Y.—A minimum increase of \$500 in teachers' salaries and a \$100 cost-of-living bonus for the current school year were recommended recently by the Moore committee on teacher pay for all New York State teachers.

The 17 man committee, headed by Lieut. Gov. Frank C. Moore submitted

the report to Governor Dewey. It proposed that the state aid for education be increased by \$20,500,000 a year to provide for salary increases. New York City would get \$6,800,000 of this sum.

A 1947 law, the Feinberg Teachers Salary Law, had set minimum levels ranging from \$2000 to \$5125 and included five automatic and four "promotional" rises over 16 years. The recommendation sets a minimum starting salary of \$3000 with 12 increments. The present minimum of \$5125 after 12 years' service would become \$5625 under the proposed law. Cities with more than 100,000 population and districts with eight or more teachers in Nassau and Westchester counties would have as their minimum starting salary \$2700 with 12 increments. This would result in a minimum salary of \$5010 after 16 years in contrast to the present minimums of \$2200 and \$4510. In all smaller school districts the present minimum salaries of \$2000 and \$4100 would be changed to \$4600 after 16 years. The teachers would start with a minimum salary of \$2500 with 12 increments.

Teachers, in all cases, would receive \$200 more as a minimum if they have 30 hours of approved graduate training, the equivalent of a master's degree.

The New York City Board of Education committee, headed by Arthur S. Meyer, previously had called for increases that would cost the city from \$32,000,000 to \$34,000,000. However, New York City is expected to match the proposed \$6,800,000 in new state aid and all city teachers would receive the \$100 cost-of-living bonus. The state aid, equivalent city funds and the bonus, it is estimated, could produce increases for New York City teachers ranging from \$350 to \$1000, including the bonuses granted city teachers last July.

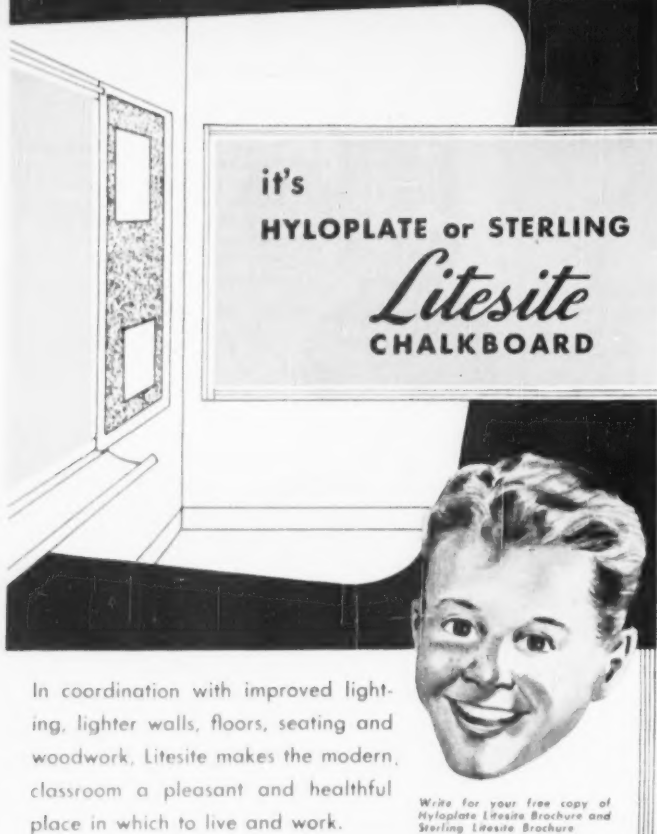
The cost of the entire program would be shared by the state and localities in the same proportion that they now share regular education expenses.

M.S.B.O. Elects New Officers

GRAND RAPIDS, MICH.—Michigan School Business Officials, at their annual convention here last month, elected the following officers: president, Harold Herrington, business manager, Grand Rapids public schools; vice president, Russell L. Isbister, superintendent, Center Line, and three directors, Harold Husband, superintendent of buildings and grounds, Grosse Pointe; Glenn

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Loomis, superintendent, Traverse City, and C. C. Crawford, superintendent at Holland. Mr. Crawford, immediate past president of M.S.B.O., was recently appointed business manager for the Kalamazoo public schools.

To Study Optimum Length of Schooling at All Levels

WASHINGTON, D.C.—Because the education of so many men is being interrupted by military service for at least two years, a full-scale study of the time element in American education was recommended by the acceleration conference of the American Council on Education at its two-day meeting here.

Two conclusions drawn by the delegates were:

1. Adaptions to aid the acceleration of individuals were the best policy for the present.

2. The long-range situation merited a close time scrutiny of education from the first grade on through college.

A proposal, approved by the conferees, was that the council start on a study of "the content, duration, and correlation of work at all levels of education to determine if the time now demanded in educational preparation is beyond reasonable length."

Port Washington, N.Y., to Build Two New Schools

PORT WASHINGTON, N.Y.—Frederick Read Jr., president of the board of education here, signed contracts March 9 for the immediate construction of two new schools to cost about \$190,000 each.

This is the first step to implement a \$3,855,000 school building program. Bids are also being considered for construction of a \$2,500,000 senior high school and for an alteration program as well.

An article concerning the activity of an organization seeking to influence the curriculum in the Port Washington schools appears on page 35.

Chief State School Officers

WASHINGTON, D.C.—The National Council of Chief State School Officers will conduct a work conference on state and local relations in education at the University of California at Berkeley June 27 to 29, just prior to the N.E.A. convention in San Francisco. The council will hold its annual meeting in the state of Washington July 6 to 9.

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School boards and administrators like Tile-Text floors for the *same* reason... but for many, many others, too. They like the low initial cost of Tile-Text Asphalt Tile. They like its low-maintenance cost. They like the way it stands up—and *stands up*—under the almost continual school traffic.

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Tile-Text provides an answer to every school floor need. Use it for classrooms,

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Colors come in a wide range... and they are sharp and clear. Tiles are installed one-at-a-time... in an almost unlimited variety of patterns.

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wire from washington

(Continued From Page 90.)

lion dollars for research. Southern colleges and universities are eager for "an equitable share" of the research contracts which the government will begin handing out soon after Congress votes the money in June. Southern educators are not waiting with folded arms below the Mason-Dixon line. They have sent representatives to Washington and have set them up in a permanent (genteel) lobby office to go after contracts.

The South's wail has been that big northern, midwestern and western universities have been getting the lion's share of research money. True enough. Fewer than 100 of the 1800 colleges get the bulk of the research money. The government likes to do business with big institutions.

Strip-act—again

► Another gang-up on the Office of Education. A month ago the U.S. Labor

Department wanted to take \$10,000,000 away from Office appropriations and use it for "defense training." Now there's a bill in Congress to strip the Office of two long established services. Senate bill S. 1149 would take vocational agricultural and home economics activities out of the Office of Education and transfer them to the Department of Agriculture.

If enacted, the bill would also take away from each state's educational agency its vocational agriculture and home economics work. Schoolmen would have to go to newly created Department of Agriculture councils for policy and funds on agriculture and home economics courses in public schools.

Sponsors of the proposed switch say it would lead to efficiency. Opponents say it would lead to chaos. As with the other reorganization moves in Washington, the guise used is the Hoover Commission Report. Those who want to "streamline" the government usually say: "The Hoover Commission recommends . . ." In the case of vocational agriculture and home economics, the commission recommended nothing. In fact, the Hoover task force, which studied the question in 1948, opposed the change.

School pilgrimages

► The annual invasion of Washington by high school classes has begun. Daily, buses from as far as Texas and Wisconsin and as near as Pennsylvania and West Virginia unload high school pupils, weighted with cameras and tourist leaflets. Before the end of June some 300,000 boys and girls from 38 states will have tramped through Washington's scenic and historic spots.

The FBI exhibits, Lincoln Memorial, Washington Monument, the Capitol and the Pentagon Building—in that order—are the most popular spots. Now and then some thoughtful supervising teacher directs the youngsters to government departments "to see government in action." But few agencies are prepared to receive the youngsters and tell them the story of their work. Only J. Edgar Hoover's FBI, had the good sense to prepare an educational exhibit.

FOOTNOTE: Many high school classes have informed their congressmen they have cancelled their trips because Washington hotel and cafeteria managers insist on separating Negro students from their white classmates.

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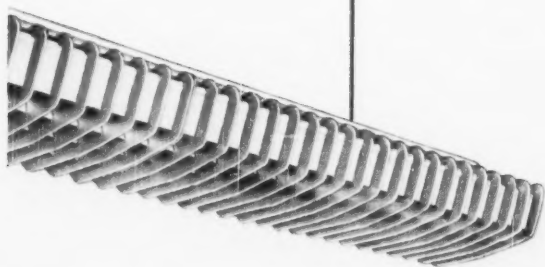
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NEWS...

G. B. Shaw Leaves Fund to Foster 40 Letter Alphabet

LONDON, ENGLAND—George Bernard Shaw's principal bequest in his will was to foster the adoption of a 40 letter alphabet to simplify the spelling of English and to enable English to be written "without indicating single sounds by groups of letters or diacritical marks instead of by one symbol for each sound."

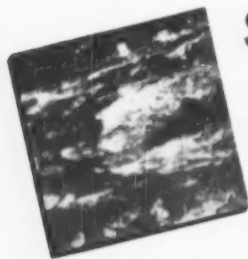
Mr. Shaw, whose alphabet cannot be

printed now because the type does not exist, instructed that a calligrapher be employed to write out and translate his play "Androcles and the Lion" into the new alphabet in the absence of type and that the translation be published with the original for comparison. The play is now being filmed in Hollywood.

Although a socialist in principle, George Bernard Shaw was a successful capitalist in practice. Leaving a gross estate of 367,255 pounds in Britain, the

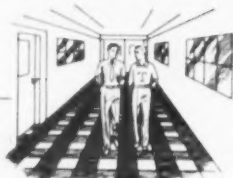
94 year old playwright left only a small contribution to further propagation of socialism and left personal bequests to friends, relatives and servants that belied his sharp tongue and exposed his kindness.

The residue of his estate he directed should be used for a series of inquiries to determine how many people speak English, how much time they lose by writing the 26 letter alphabet, and how much loss of income is caused thereby.



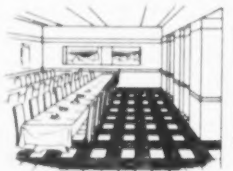
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\$150,000 Trust Fund to Be Used for School at White Plains, N.Y.

NEW YORK — Proceeds from the \$150,000 trust fund which was given to Cardinal Spellman from the estate of the late Dr. Alfred A. Berg will be used for the Archbishop Stepinac High School, White Plains, N.Y.

Dr. Berg had specified in his will that the fund be known as the Moritz and Josephine Berg Memorial Fund and that it be applied to "such philanthropic, charitable, educational, scientific or religious purposes" as the cardinal deemed advisable.

Dr. Berg, who died last July, was formerly president of the International College of Surgeons.

The high school library will be named the Dr. Albert A. Berg Memorial.

NAMES IN THE NEWS

SUPERINTENDENTS . . .

Elwyn J. Bodley will be the new superintendent of schools at Sturgis, Mich. Mr. Bodley, now superintendent at Bronson, Mich., will not take office in Sturgis until a replacement is found at Bronson. He succeeds Paul M. Winger, now superintendent at Niles, Mich.

W. H. Dittes has been reelected superintendent of schools at New York Mills, Minn. He is now serving his second year.

R. E. Byron is the new superintendent of schools at Donna, Tex., succeeding L. W. St. Clair, now superintendent at Mercedes, Tex.

Ivan Simmonds has been appointed superintendent of the grade and high schools at Hill City, Kan., effective August 1. He is the former principal of the high school at Oakley, Kan.

J. G. Wilson's resignation from his post of superintendent of schools of Jamestown, Kan., has been accepted.

Robert H. Gettys has accepted the superintendency of the schools at West

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You Find This Familiar Trademark Wherever America

LIVES • TRAVELS • SEEKS AMUSEMENT • OR GOES TO SCHOOL



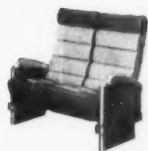
Theatre Chairs of exclusive "Airflo" and "Encore" designs are proving that comfortable seating is a profitable investment for theatre operators.



School Furniture of light weight, sturdy tubular steel assures long, satisfactory service in meeting the needs of America's schools and colleges.



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Bus Seats of Heywood-Wakefield scientific design make travel more comfortable on both city service and intercity routes of leading bus companies.



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NEWS...

minister, S.C. For the last three years he has been principal of the high school at Fort Mill, S.C.

Henry E. Goodwin has resigned as superintendent of schools at Hemingford, Neb., effective at the close of the current term. He plans to move to the West coast.

Joseph M. Keenan has been appointed district superintendent of Warren County, District No. 2, New York.

Edward L. Osborn, formerly principal of Bolton Central School, Bolton, N.Y.,

is the newly appointed superintendent of schools there.

Donald B. Keat has been named superintendent of schools at Bangor, Pa., filling the unexpired term of the late Robert E. Schetz.

Richard G. Brill has been named superintendent of the California School for the Deaf, a new institution being built by the state of California for its southern district. Mr. Brill formerly was a specialist in the education of the deaf at the University of Illinois.

Lester Gillman is the newly appointed superintendent of schools at Marshfield, Mo., succeeding Harry Talbot who resigned to become the superintendent of schools at DeSoto, Mo. Mr. Gillman was formerly superintendent at Noel, Mo.

Claude J. Shufelt, superintendent of the Morrice Consolidated School, Morrice, Mich., for the last 26 years, is resigning his position, effective at the close of the present school year.

F. Margaret Smith has been renamed superintendent of schools of Shiawassee County, Michigan. This is the first time the procedure of appointment by the board has been used since the new law establishing the county board of education became effective in 1947.

Benton Yates has resigned as superintendent of schools at Holt, Mich., to become the administrative assistant for Lakeview Consolidated School District, Battle Creek, Mich., effective July 1.

George E. Carpenter, who has been superintendent of schools at Pigeon, Mich., for the last eight years, will become superintendent of schools at Bronson, Mich., effective May 1. Previously he was superintendent at Walled Lake, Mich., for six years and at Roscommon, Mich., for nine years.

James H. Pelley has resigned as associate superintendent of schools at Lincoln, Neb.

Frank Wagaman, who is serving his second term as head of the educational system at Utica, Kan., has been named superintendent of the school at Turon, Kan. Formerly he was principal of the high school at Sylvia, Kan., for seven years.

L. Donald Thorson has resigned the post of superintendent of schools of Ward County, North Dakota, a position he has held since 1945.

Donald L. Ferguson has been appointed superintendent of the consolidated school at Menlo, Kan., succeeding Joe J. Jellison, who has been recalled to the army.

Joe E. Barker, superintendent of the Frederika school, Frederika, Iowa, has announced his resignation.

Robert L. Williams is the new superintendent of schools at Canton, Kan. Mr. Williams was formerly superintendent at Paxico, Kan.

Roger A. Searle's resignation as superintendent of schools at Coventry, R.I., has been accepted.

Walter L. Briney will succeed F. C. Reed as superintendent of schools at

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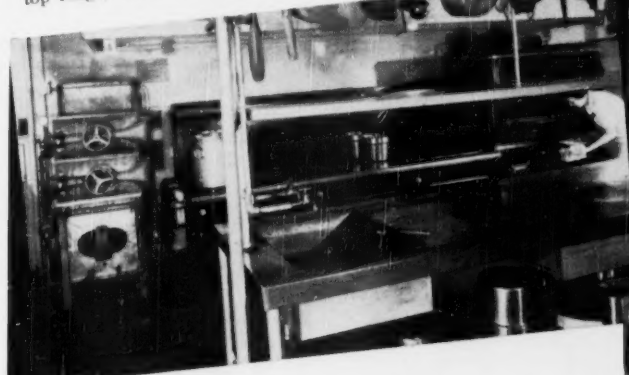
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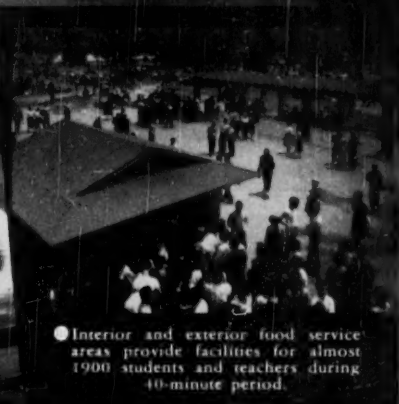
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NEWS...

Bridgeman, Mich. Mr. Briney was formerly principal of the high school at Bridgeman.

Leslie K. Grimes has accepted the position as superintendent of schools, Greeley, Colo., succeeding Hollis A. Moore, whose new position as superintendent of schools at Tyler, Tex., was announced last month. Previously, Dr. Grimes was associate professor of educational administration at the University of Denver.

Leroy Digerness has resigned from the post of superintendent of schools of Williams County, Montana, to become superintendent of schools in consolidated school district No. 8 in Montana.

M. W. Henrie has been appointed superintendent of schools at Sterling, Kan. He formerly held a similar post at Isabel, Kan. Mr. Henrie is a member of the executive committee of the Kansas Audio-Visual Education Association and president of the Barber County Teachers Association Committee.

Alfred P. Anderson has announced that he is retiring as superintendent of the Clearmont schools, Clearmont, Wyo., effective at the close of the current school year. Mr. Anderson plans to move to his ranch near Savery, Wyo., and if he continues in the teaching profession it will be in one of the towns near his ranch.

R. W. Duncan has accepted the position of superintendent of the Greenville school system, Greenville, Ohio, succeeding C. L. Bailey, who retires from the post in July. Mr. Bailey has served as chairman of the Western Ohio Superintendents and Principals Round-Table and as a member of the resolutions committee of the Central Ohio Teachers Association.

Harley Haskins has been appointed executive head of the Dawson Bryant school district in Ohio. This is a new position, and Mr. Haskins will be supervisor of the 12 school buildings in Perry, Fayette, Rock Camp, Lawrence Township and Coal Grove, Ohio.

PRINCIPALS . . .

James Earl Cockrum has assumed his new duties as principal of the Meigs County High School in Tennessee. Mrs. George Key has been acting principal since the first of the year.

Fred N. Manning has been reelected principal of the high school at Dennison, Ohio. He is under a two-year contract.

Gilbert B. Pearson has been named principal of Stafford High School at

Stafford Springs, Conn., succeeding Donald A. Anderson who resigned. Mr. Pearson, at present principal of Pratt High School, Essex, Conn., was formerly director of the Waterbury branch of the University of Connecticut.

John Grosz, who has been appointed principal of the high school at Adams, Mass., has been a member of the high school faculty for 16 years.

Marion Adolphus Cheek, headmaster of the Park School, Buffalo, N.Y., has been named headmaster of Cambridge School in Weston, Mass. He succeeds Charles Platt Jr., who has resigned.

Charles H. Diehl, a member of the high school faculty of Lewiston, Me., is the newly appointed principal of Farmington High School, Farmington, Me. He has been principal of high schools at Jackman, Pennell Institute at Gray, and Mechanic Falls, all in Maine. He succeeds Thomas L. Maynard, who resigned.

Milo Stucky has been reelected principal of the Buhler Rural High School in Kansas, the seventh year he has held this position. He is vice president of the Kansas State Teachers' Association and one of the 16 educators serving on the state life adjustment commission.

Charles Gibson has been promoted to the newly created position of principal of the high school at Kinsley, Kan. Formerly, the superintendent also held this position. Mr. Gibson will continue to coach high school basketball and all junior high athletics.

Francis M. Froelicher has resigned as headmaster of the Fountain Valley School, Colorado Springs, Colo. Mr. Froelicher, who has been connected with the school since its inception in 1930, has been granted a leave of absence until the end of the present school year because of impaired health.

Curt Siemens' resignation from his post as principal of the high school at Sylvan Grove, Kan., has been accepted. Mr. Siemens has been named a teacher in the Buhler school system in Kansas. H. K. Thompson, recently elected county superintendent of schools, has taken over the duties of the post left vacant by Mr. Siemens.

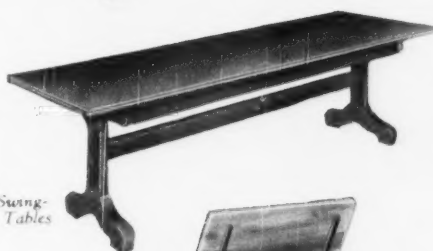
The Rev. John L. Seary has been appointed principal of the new Mendel High School, a Catholic boys school in Chicago.

Paul W. Fatzinger is now administrative assistant to the high school principal at Allentown, Pa. Formerly a teacher in Raub Junior High School, Allentown,

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NEWS...

Pa., he succeeds **James E. Reese**, who was named principal of Central Junior High School in the same city.

Albert R. Casazza has succeeded **Matthew J. Pechtel** as supervising principal of schools at Secaucus, N.J.

Robert E. Ames has succeeded **Raymond Talbert** as principal of Essex Center High School in Vermont. Mr. Talbert was called to active duty by the army.

Raymond Stokette will be the principal of the new Ewing Township High

School in New Jersey when it opens in September. At present he is head of the history department at Ridgewood High School, Ridgewood, N.J.

Raymond Van Wie of Randolph Central School, Randolph, N.Y., has resigned his post as principal. His resignation, effective July 31, will close a tenure of 32 years as a teacher and principal at Randolph.

Peter J. Sperandio has been appointed principal of Howard High School, West Bridgewater, Mass., a new building now

under construction. He was formerly principal of the Troy High School, Troy, N.H.

Trever Williams has been named acting principal of Bangor High School, Bangor, Pa. He was formerly vocational guidance instructor at the school.

Harry E. Wenrich has resigned his position as principal of Hatfield Joint High School, Hatfield, Pa. His new post is the principalship of Mount Holly High School, Mount Holly, N.J.

Richard L. Currier is the new director of secondary education and principal of Pennsbury High School, Fallsington, Pa., effective about May 1. At present he is assistant principal of the Collingswood High School, Collingswood, N.J.

R. H. Vanderbilt has accepted the position of principal of the high school at Inman, Kan. His successor as principal of Otis Rural High School, Otis, Kan., is **Paul Kennedy**.

Edgar Bly is the acting high school principal at St. Joseph, Mich.

Henry D. Blake has succeeded **Orel M. Bean** as principal of the high school at Woburn, Mass.

J. H. Super, who has been principal of Coughlin High School, Wilkes Barre, Pa., since 1932, will retire at the end of the current school term.

E. F. Berning has resigned as principal of Detroit Lakes High School, Detroit Lakes, Minn., and has accepted the post of principal of the new Orono Junior High School in Hennepin County, Minn.

Harold B. Wood has been appointed supervising principal at Brewster Central School, Brewster, N.Y. He now holds a similar post at Sauquoit Valley Central School, Sauquoit, N.Y.

W. D. Munson's resignation as principal of Reno County High School, Nickerson, Kan., has been accepted.

Garland Bailey, a member of the air force reserves, has been called to active duty. His successor as director of Bell Arthur High School, Bell Arthur, N.C., is **Joe Tew**, formerly a teacher at Wilmington, N.C.

Galen G. Leatherman's resignation as principal of the Jackson Township Centralized School at Hoytville, Ohio, has been accepted.

Ray W. Harriman, principal of William Hall High School, West Hartford, Conn., has announced his plans to retire at the close of the current school year, June 30. His successor has not yet been named. Mr. Harriman has been associated with the West Hartford schools

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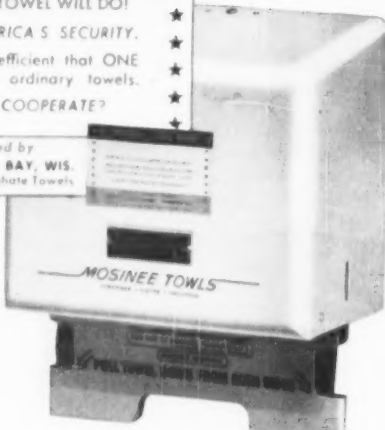
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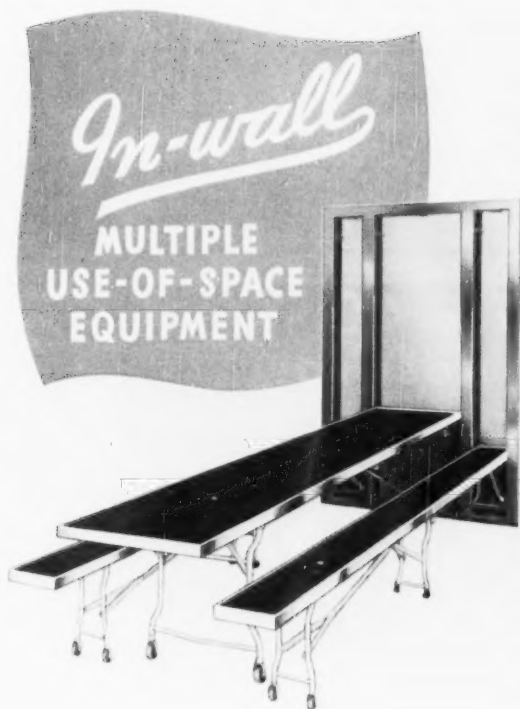
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NEWS...

for 31 years and has been principal of the high school since 1922.

George Nickle, principal of the high school at Fort Madison, Iowa, has resigned his position.

C. Melvin Shields has been elected to the newly created position of principal of the St. Thomas Township High School, St. Thomas, Pa.

S. W. Humbargar is the newly appointed principal of the Reno County Community High School at Nickerson, Kan., succeeding Willard Munson, re-

signed. Mr. Humbargar is now superintendent of the Burdett schools, Burdett, Kan.

William M. Hanley has been named supervising principal of the new Albert Gallatin joint school system in Pennsylvania, effective in July. He is now principal of Point Marion High School, Point Marion, Pa.

OTHERS . . .

C. C. Crawford, superintendent at Holland, Mich., for the last six years, has

accepted appointment as business manager for the public schools at Kalamazoo, Mich. He will succeed Harley W. Anderson, who is resigning at the end of this school year and will become full-time secretary-treasurer for the Association of School Business Officials. Mr. Crawford had been assistant superintendent in charge of business at Ann Arbor, Mich., for 10 years before he became superintendent at Holland.

William H. Roe, formerly research assistant in vocational education in the Michigan Department of Public Instruction, has been made an assistant superintendent of public instruction. He is now in charge of the school facilities survey.

Frederick H. Bair is the new administrator of the New York law banning discrimination in education. He is the successor of Frederick W. Hoeing, who administered the law since it became effective in 1948.

George F. Gant has assumed his new post as head of the Southern Regional Education Program. He has been general manager of the Tennessee Valley Authority. One of the founders of the American Council on Education, he served for the last two years as a member of the commission on graduate studies of the Board of Control for Southern Regional Education.

DEATHS . . .

Edward W. Martin, who was principal of Adams High School, Adams, Mass., for 15 years, died recently, following a heart attack in his office. Before going to Adams, Mr. Martin was high school principal for 12 years at Hudson, Mass.

James E. Hutton, superintendent of schools at Chanute, Kan., died unexpectedly. School administrator at Chanute since 1947, he was reelected last fall to the board of directors of the Kansas State Teachers Association.

Porter Sargent, author of handbooks on private schools and camps, died March 26 at Cambridge, Mass. Formerly a Harvard and private school instructor, he once operated a traveling school for boys that took him around the world five times.

Edmund E. Day, former president of Cornell University, died of a heart attack March 23 at Ithaca, N.Y. Dr. Day served as Cornell's fifth president from 1937 to 1949 and became the university's first chancellor after he resigned as president in January 1950.

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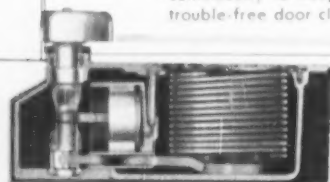
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COMING EVENTS

Meeting dates for national and regional programs

APRIL

17-20. American Association for Health, Physical Education and Recreation, Detroit.

18-21. International Council for Exceptional Children, New York City.

20-21. Spring meeting, Middle States Council for the Social Studies, Washington, D.C.

22-24. Midwest Conference of Community School Superintendents, Topeka, Kan.

26-28. Fourth University of Kentucky Foreign Language Conference, Lexington.

MAY

2-5. American Industrial Arts Association, New York City.

3-6. Annual Institute for Education by Radio-Television, Columbus, Ohio. Sponsored by Ohio State University.

16-20. Sixth National Conference on Citizenship, Washington, D.C.

JUNE

18-21. National Association of Student Councils, Wellesley, Mass.

20-22. New England Conference on Rural Life and Education, N.E.A. Department of Rural Education, University of Massachusetts, Amherst.

25-30. Workshop in School Administration, University of Washington.

27-29. Work conference on state-local relations in education, sponsored cooperatively by National Council of Chief State School Officers and University of California, Berkeley.

27-30. Palo Alto conference, N.E.A. National Commission on Teacher Education and Professional Standards, Stanford University.

JULY

1-7. National Education Association, San Francisco.

2. National School Public Relations Association, San Francisco.

2-6. National Association of School Secretaries, third national work conference. University of California, Berkeley.

6-9. National Council of Chief State School Officers, state of Washington.

9-13. Annual Cooperative Conference for Administrative Officers of Public and Private Schools. Sponsored by Chicago and Northwestern universities. Thorne Hall, Chicago.

9-20. Eleventh Annual Conference on Elementary Education, N.E.A. Department of Elementary School Principals, Pacific Grove, Calif.

23-Aug. 17. N.E.A. Institute of Organization Leadership, The American University, Washington, D.C.

OCTOBER

1-3. County and Rural Area Superintendents, Dallas.

15-18. Association of School Business Officials, Toronto, Ontario, Canada.

FEBRUARY

23-27. Regional Convention, American Association of School Administrators, St. Louis.

MARCH

8-12. Regional Convention, American Association of School Administrators, Los Angeles.


APRIL

5-9. Regional Convention, American Association of School Administrators, Boston.

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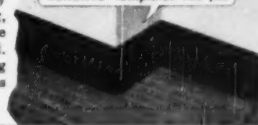
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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Moral and Spiritual Values in the Public Schools. By the Educational Policies Commission, National Education Association and American Association of School Administrators, 1281 14th St., N.W., Washington 6, D.C. Pp. 198. \$1.

American High School Administration, Policy and Practice. By Will French, professor of education, Teachers College, Columbia University; J. Dan Hall, assistant director, division of elementary and secondary schools, U.S. Office of Education; B. L. Dodds, director, division of education and applied psychology, Purdue University; Hinchart & Company, Inc., 333 Madison Ave., New York 17. Pp. 625. \$5.

The Educational Philosophy of the Holland Public Schools. Developed by a committee of teachers and administrators in cooperation with all of the teachers, the board of education and representative parents from all the schools. C. C. Crawford, superintendent, Holland, Mich. Pp. 7.

An Introduction to the Study of Education. By George Willard Fraser, Stanford University and Colorado State College of Education. Under advisory editorship of John Guy Fowlkes, dean, school of education, University of Wisconsin. Pp. 319. \$2.

The Association of School Business Officials. Proceedings of 36th convention, Sept. 25 to 28, 1956. Chicago. Available from H. W. Anderson,

secretary-treasurer, A.S.B.O., Kalamazoo, Mich. Pp. 469.

One Woman's Fight. The story of the "McCollum Case" and its aftermath. By Vashli Cornwall McCollum. Doubleday & Co., Inc., 275 Madison Ave., New York 22. Pp. 231. \$2.

The School in American Culture. By Margaret Mead. Harvard University Press, Cambridge, Mass. Pp. 48. \$1.50.

AUDIO-VISUAL

Evaluative Criteria for an Audio-Visual Instructional Program. By John Charles Schwartz Jr., Los Angeles State College. Wm. C. Brown Company, Dubuque, Iowa. Pp. 39. 75 cents.

The A.V. Bibliography. By F. Dean McCluskey, head, department of audio-visual instruction, University of California. Wm. C. Brown Company, Dubuque, Iowa. Pp. 185. \$2.75.

COMMUNITY RELATIONS

For a Better Community. Story of Metropolitan Detroit's social services. Suggests class projects. Prepared by school program on community service. Alice Sherman Adler, director. Published by the Community Chest and Council of Social Agencies of Metropolitan Detroit. Pp. 72. 50 cents.

CONSERVATION

A Water Policy for the American People. Summary of recommendations from the report of the President's Water Resources Policy Commission. Order from U.S. Printing Office, Washington 25, D.C. Pp. 18. 15 cents.

CURRICULUM

People Are Important. By Eva Knox Evans. Author translates anthropological data into terms that children of ages 8 to 12 can understand and relate to their own experiences. Capitol Publishing Co., Inc., Irvington-on-Hudson, New York City. Pp. 86. \$2.50.

Psychology and Teaching of Reading. By Edward William Ibsen, professor of education at the University of Illinois. Attempts to show that reading is a growth and to show how that growth takes place. Puts together what development in reading is with what the school can do about it. Consolidates the knowledge contributed by teachers with the results of experimental studies and the author's own observation of children who are learning to read. The Garrard Press, Champaign, Ill. Pp. 514. \$3.

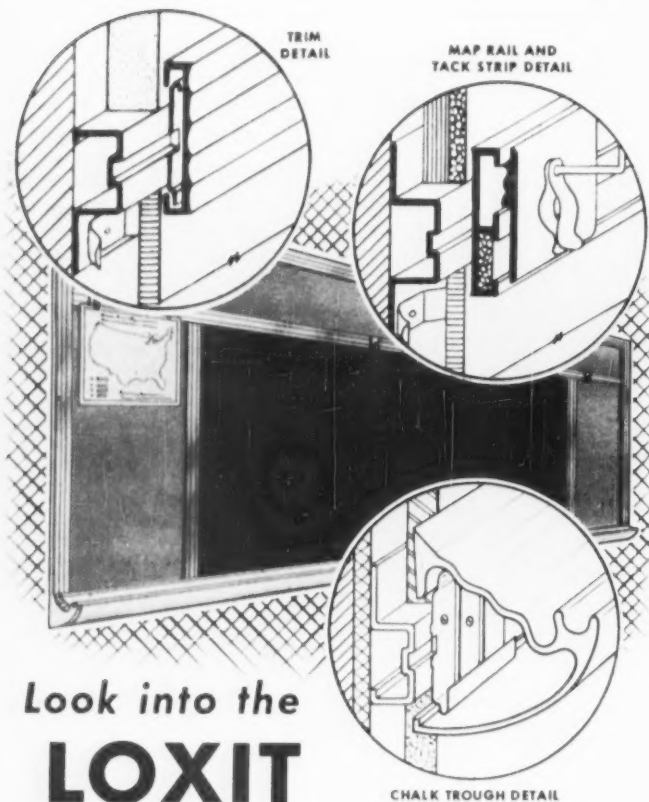
Fifty Teachers to a Classroom. By committee on human resources of the Metropolitan School Study Council. Shows how the curriculum can be enriched through the special talents of members of the community by giving concrete illustrations and suggestions. The Macmillan Co., 80 Fifth Ave., New York 11. Pp. 44. 65 cents.

Continuous Learning. Edited by Alice Miel, associate professor of education, Teachers College, Columbia University. Helps those teachers and parents who seek to provide for children experiences that promote continuous growth and learning. Order from Association for Childhood Education International, 1299 15th St., N.W., Washington 5, D.C. Pp. 39. 75 cents.

GROUP DYNAMICS

Learning Through Discussion. By Nathaniel Cantor, chairman, department of sociology and anthropology, University of Buffalo. Human Relations for Industry, Buffalo 2, N.Y. Pp. 111.

Understanding Group Behavior of Boys and Girls. By Ruth Cunningham and associates. The research findings have interesting and valuable implications for the grouping of pupils, classroom teaching, group dynamics, and learning. Evaluates work in terms of the reactions of teachers, pupils and parents, and in terms of the effectiveness of changed practices in achieving goals determined by the people involved. Bureau of Publications, Teachers College, Columbia University, New York. Pp. 162. \$3.25.



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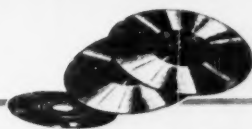
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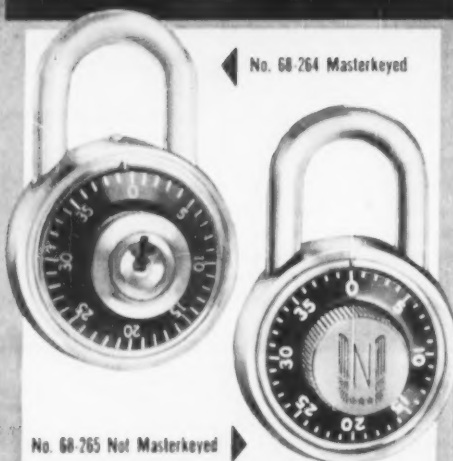
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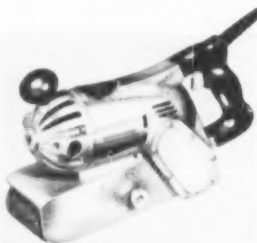
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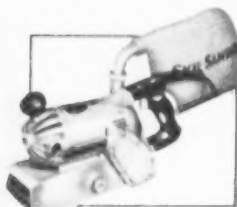
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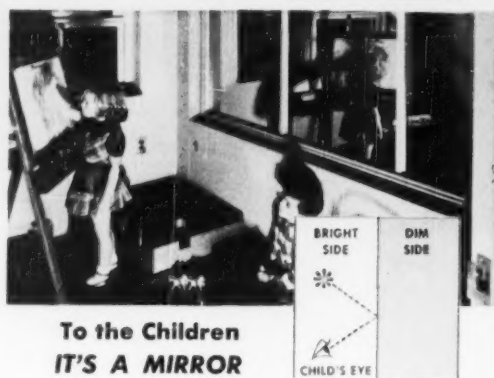
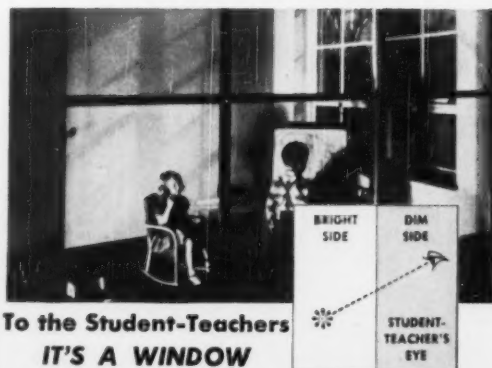
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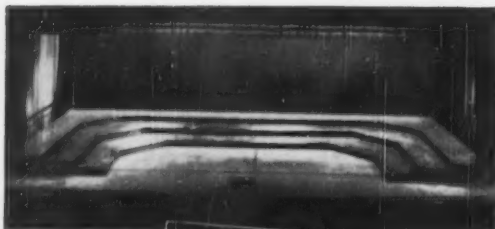
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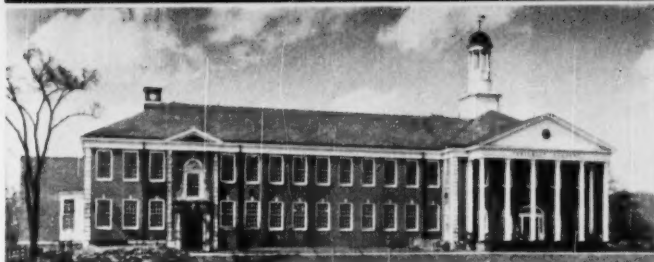


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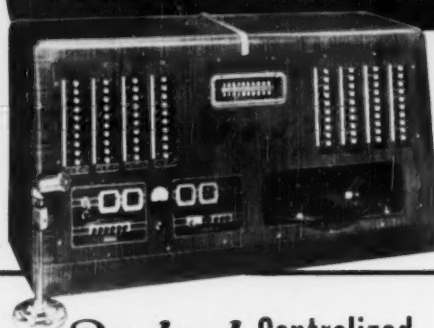
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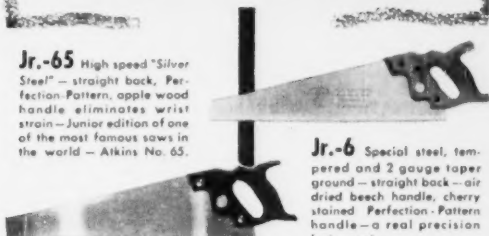
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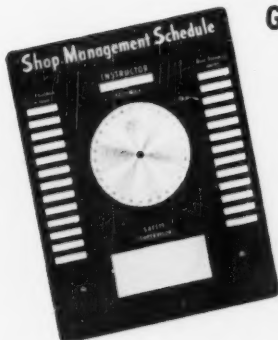


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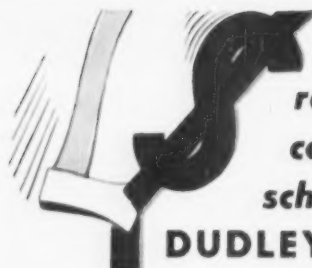
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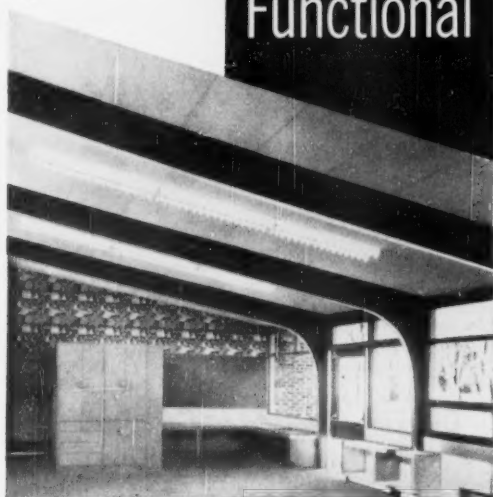
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FOR Modern INSTRUCTION

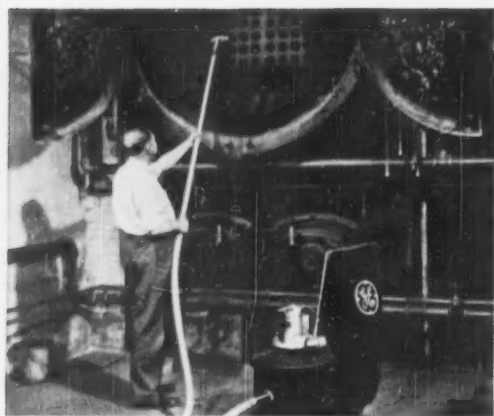
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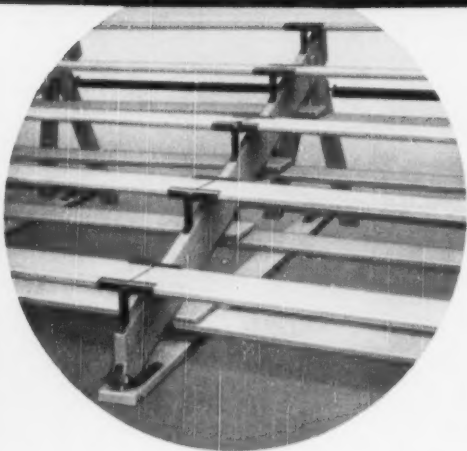
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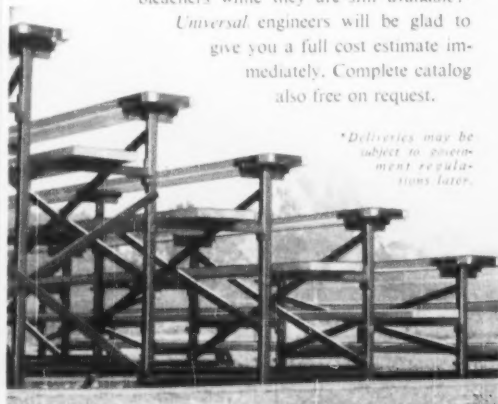


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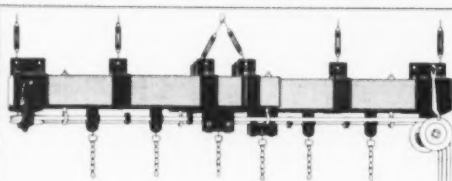
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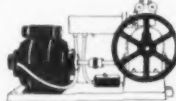
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95,000 NEEDLES IN A CALIFORNIA HAYSTACK

The "haystack" is California's 1,600,000 public-school enrollment. The "needles" are the estimated 95,000 California children with impaired hearing.*

(*Yuba County Survey, March, 1949. The Bureau of Special Education, California State Department of Education.)



As many as 40 pupils screened at a time. Specially-trained personnel NOT needed.



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You, too, can end the waste of precious education funds. Maico hearing test equipment pays for itself in a matter of months. Write today for complete information on the modern (pure-tone) method of audiometric group-screening.

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What's New FOR SCHOOLS

MAY 1951

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 156. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Skyliner Seating



The Skyliner Chair Desk illustrated is one of three sizes in this type available in the new Skyliner equipment recently brought out by Griggs. Designed for attractive appearance as well as correct posture, comfort and durability, the new line is constructed of stamped steel and hardwood plywood with maple or birch faces, finished in beige metal and natural wood. The new line has been carefully designed and constructed and consists of chair desks in three sizes, a tablet arm chair and straight chairs in four sizes for students of all ages. Griggs Equipment Co., Dept. NS, Belton, Tex. (Key No. 701)

Visual Teaching Kit

A complete set-up for classroom use to permit effective visual teaching effortlessly and at small cost is now available. The units consist of the Speedry Brushpen, all aluminum, pocket size with fountain pen clip, two nib styles, one round and one cube, 4 ounce Speedry Instant Dry Ink, black, and 4 ounce Nib softener; the Graphic Easel with Chart-Paper Holder, and special Graphic Watermark-Lined Paper Sheets. With this kit the teacher can reproduce letters, words, numbers, pictures and other material for visual teaching.

The Speedry Brushpen is a felt tipped, reservoir-type lettering pen which writes smoothly and clearly with markings instantly dry. It is easily filled through the "Capac" Felt-pack Unit which fills by capillary attraction. Ink for use in the Speedry Brushpen is available in eight colors. Graphic School Supply, Inc., Dept. NS, P. O. Box 1185, Albany, N. Y. (Key No. 702)

Small Mop Truck

Especially designed for small operations, the new Finnell 4B Mop Truck is a compact, portable unit that performs efficiently and incorporates several new labor-saving features. It rolls easily at the touch of the wringer lever, has metal wringer rollers that are adjustable for pressure, and is so designed that it conserves storage space when not in use. It is not necessary for the operator to stoop to operate the wringer which is 27 inches from the floor. The mop is stored on the truck so that the unit is put away or brought out for use without unnecessary steps, and it accommo-



dates two 5-gallon pails. Finnell System, Inc., Dept. NS, 500 East St., Elkhart, Ind. (Key No. 703)

Aristocrat Globe

The new Aristocrat world globe has a diameter of 25 inches and stands 44 inches high. The colored map is hand mounted on the globe and is large enough to permit thousands of place names to appear in type of a size which can be easily read. The globe rotates on a meridian ring of satin-finish brass which turns easily to expose any part of the world map. The base is constructed of solid walnut in strong, simple lines. As its name implies, the Aristocrat World Globe is designed for libraries, offices and other places where fine appearance will be an asset. Weber Costello Co., Dept. NS, Chicago Heights, Ill. (Key No. 704)

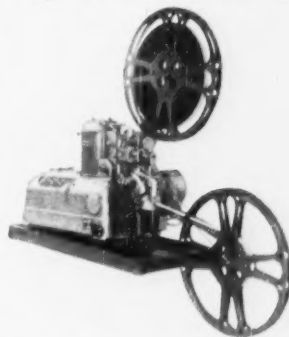
Aerosol Deodorant

Holcomb's Aeromatic De-odor Bomb is a new aerosol deodorant dispersed from the can by gas to form air-floating mist. The mist combines with and destroys offensive odors, leaving behind a fresh, pleasing scent. The deodorant contains no toxic ingredients and can be used around foods. It will not stain wall paper, woodwork or other materials and the ingredients are non-inflammable. The deodorant is easily dispersed by light finger pressure on a special nozzle button. One dispenser contains enough deodorant for 350 to 450 ejections of the deodorizer or for four minutes of constant aerating. J. I. Holcomb Mfg. Co., Dept. NS, Indianapolis 7, Ind. (Key No. 705)

Sound Projector

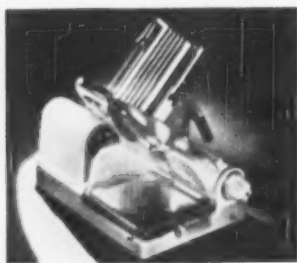
Eight improvements are announced for the new Ampro Premier 30 sound projector. Dyna-Tone sound, the result of three years of engineering research, gives clear, high fidelity sound reproduction and a new electronic hook up offers frequency range of 40 to 15,000 cycles. With the new amplifier, a microphone, a phonograph turntable and a sound film can be used simultaneously. The new speaker is heavy duty and permits greater capacity and frequency response in music and voice reproduction.

Engineering research was also applied to improve screen illumination which is at a high level in the new 1951 model,



without the use of special high priced lamps. Ampro Corp., Dept. NS, 2839 N. Western, Chicago 18. (Key No. 706)

Portion Slicer



The Quick Weigh Estimator is a feature of the new Toledo Slicer recently introduced. Known as the Toledo Profit-Angle Slicer, Model 5400, the unit makes it possible to know the approximate weight of slices or portions being cut for service, thus simplifying portion control. A dual-purpose light on the new model operates automatically when the motor switch is turned on, illuminating the working area of the Estimator receiving platter and indicating that the knife is operating.

All parts contacting food are of stainless steel or anodized aluminum. The slice gauge has 75 thickness settings and the slicer is constructed for ease of operation and speed and safety in cleaning. The stainless steel knife is protected by a two-piece knife guard. Toledo Scale Co., Dept. NS, 1023 Telegraph Rd., Toledo 12, Ohio. (Key No. 707)

Hack Saw Frame

The new Duo-Kut Hack Saw Frame holds two 10 or 12 inch blades of the same length but of different tooth points. The sturdy steel frame is especially designed for use in electrical and plumbing maintenance work. The blades are held rigid and straight by wingnut tighteners on square tension studs. The frame is easily turned to any of four cutting positions by pressing the release button at back top side of the aluminum handle. E. C. Atkins & Co., Dept. NS, 402 S. Illinois St., Indianapolis 9, Ind. (Key No. 708)

Unit Heaters

A new line of National Unit Heaters for institutional space heating has been announced. They can be used on either steam or hot water heating systems to secure a horizontal or down flow vertical delivery of warmed air and are available in 24 different sizes of horizontal units and 16 different sizes of vertical units.

Standard and heavy duty cores are available, both fabricated from seamless copper tubing. Rippled aluminum fins are bonded by a hydraulic expansion of the copper tubes. Fans are of the

propeller type and motors are made specifically for fan duty. The heaters are designed for quiet operation and cabinets have a baked-on crinkle finish to resist corrosion. Different anemostats and diffusers for the vertical models are available as well as motors of different characteristics for all models. All necessary controls for the installation of National Unit Heaters, including thermostats, speed controllers, starters and limit controls, are also available. The National Radiator Co., Dept. NS, Johnstown, Pa. (Key No. 709)

Economy Popper

A new popcorn machine is being introduced as the "Economy" model for use in smaller schools. Known as the Hollywood Jr. 55, the new model is constructed of steel, glass and plastic, finished in "butter-yellow" color. It has a one-piece Plexiglas top, stainless steel and glass popper case and hinged Plexiglas doors in the rear. It is available



with either 6 or 12 ounce capacity popping units. The 12 ounce model has a tilting popper with automatic cover lift. C. Cretors & Co., Dept. NS, 620 W. Cermak Rd., Chicago 16. (Key No. 710)

Galvanized Windows

A new plant has been opened by Detroit Steel Products Company to permit factory galvanizing of all Fenestra windows. These windows will require no paint or other coating, thus practically eliminating maintenance time and cost. The hot-dip galvanizing process will be applied to all of the company's steel windows after fabrication so that no part of the metal area will be left unprotected. Hardware and fittings will also be protected against corrosion. Fenestra steel windows are built of hot-rolled steel sections which will also be Bonderized. Detroit Steel Products Co., Dept. NS, 2250 E. Grand Blvd., Detroit 11, Mich. (Key No. 711)

Liquid Disinfectant

A new liquid quaternary ammonium concentrate known as Whiz Puracide is introduced as a powerful and rapid action disinfecting agent which also has highly effective deodorizing properties. It is stainless, odorless, non-corrosive and non-irritating to tissues when used as directed.

Puracide can be used for a wide range of applications and is recommended as a general disinfectant including disinfection of eating and drinking utensils, floors, walls, tables, toilets and basins. It can also be used for disinfecting hands. The product can be diluted to many different strengths, depending on the use for which it is intended. R. M. Hollingshead Corp., Dept. NS, 840 Cooper St., Camden 2, N.J. (Key No. 712)

Chair That Folds

An attractive upholstered Chair That Folds is now available with a convenient handhold at the top. This speeds up handling where chairs are moved and handled rapidly, whether folded or unfolded. The handhold is at the top of the back where it can be readily grasped without stooping or fumbling.

The chair is attractive in appearance and comfortable in use. The cushions are made of rubberized hair, upholstered in leatherette in a full range of colors. The new handhold feature does not interfere with comfort or appearance. The chair folds flat, the upholstered portions folding in against each other for full protection in storage and moving. The folding hinge and brace which fastens the two leg units and the seat frame together strengthen the chair for any use. There is no wear on the upholstery or the wood parts of the chair as folding takes place within the hinge mechanism itself. The chairs are built of hardwood and are



available in several finishes. Louis Rastetter & Sons Co., Dept. NS, Fort Wayne 1, Ind. (Key No. 713)

Product Literature

- The various uses to which **PC Foamglas insulation** can be put are discussed in a new 36 page booklet recently released by Pittsburgh Corning Corp., 307 Fourth Ave., Pittsburgh 22, Pa. Included in the booklet is new information concerning the installation of Foamglas in floors, as a wall lining and for ceiling insulation, together with technical data and facts about PC accessory materials. (Key No. 714)
- Those interested in gymnasium apparel will want a copy of the new catalog issued by E. R. Moore Co., 932 Dakin St., Chicago 13. Illustrated in full color and containing swatches of the materials used in the large variety of colors available, the brochure covers the new 1951 line of gymnasium suits, shorts and shirts to fit any occasion and every taste. (Key No. 715)
- How to select labor-saving products to cut maintenance costs is discussed in the new "Modern Maintenance" catalog recently issued by Hillyard Chemical Co., St. Joseph, Mo. The 48 page, 2 color book uses text and illustrations to show the uses of more than 100 specialized products and the results obtained with them. The products include cleaners, waxes, seals, finishes, dressings, deodorants, antiseptics and germicides as well as cleaning equipment ranging from squeegees to machines for cleaning and polishing. (Key No. 716)
- A new catalog of "Milton Bradley Quality School Furniture" recently received features furniture designed especially for school use. Illustrated and described are a round table, an all purpose table, a pedestal cafeteria table and a cafeteria table with 12 swiveling seats, a compartment desk, a lift lid desk and easels for art and display as well as for kindergarten use. Other articles of furniture are described with specifications and the metal corner brace construction of all furniture is illustrated. The catalog is available through Milton Bradley, Springfield 2, Mass. (Key No. 717)
- Uniform portions of foods in desired weights and sizes can be prepared with the **Automatic Food Shaping Machine** described in a folder recently published by the Automatic Food Shaping Co., Inc., 58 New St., New York 4. Designed to help make food budgets go farther, the food shaping machines pictured in the folder can be used with many types of foods, especially meat and fish; operate automatically at various speeds, depending upon the type of machine; regulate the weight of each portion, and are built to conform to sanitary health standards. The folder gives detailed information on the various models. (Key No. 718)
- The new 1951 Catalog No. 124 of Allied Radio Corp., 833 W. Jackson Blvd., Chicago 7, gives complete information on everything in radio, television and electronic parts and equipment for classroom, laboratory and shop. The 212 page publication puts special emphasis on the selection of books, materials, training kits, test instruments, parts and equipment required by schools for their radio and electronics training activities. (Key No. 719)
- A literature kit on the **IBM electric typewriter** is available from International Business Machines Corp., 590 Madison Ave., New York 22. Included is the "IBM Typing Guide" describing operative features of the IBM electric typewriter and discussing principles of good typing, "The Latest Fashion in Typing" and "The History of IBM Electric Typewriters" as well as a chart contrasting several features of manual and IBM electric typewriter keyboards. (Key No. 720)
- A special school edition of the "Primer for Americans" has been made available in attractive format. The booklet has 16 pages and cover and is illustrated with attractive photographs. The fundamental material on the principles of Americanism was developed by Sigurd S. Larmon and Thomas W. Lapham of Young and Rubicam, Inc., and originally published in "Look" magazine. The special edition for schools is the result of the demand from educators who wished copies of this material for distribution to pupils. Single copies are obtainable at 25 cents each through the Radio Household Institute, Inc., 285 Madison Ave., New York 17. Quantity orders are filled at \$5 for 25, \$15 for 100 and \$100 for 1000 copies. A sample copy may be obtained free by those considering the distribution of the book to groups. (Key No. 721)
- Complete, up-to-date reference manuals have been published by Multi-Clean Products, Inc., 2277 Ford Parkway, St. Paul 1, Minn., classifying proper floors to suit various needs and conditions. The manuals contain detailed instructions for the proper care and maintenance of wood, asphalt tile, terrazzo, rubber tile, concrete and linoleum floors. Included in the series is a full-color brochure showing various floor installations and listing a breakdown of maintenance cost figures. (Key No. 722)
- "Filters and Lens Attachments" is the title of a new Kodak technical catalog which presents comprehensive data on the applications, available forms and prices of Kodak Wratten Filters and other Kodak optical attachments. Issued by the Eastman Kodak Co., Rochester 4, N. Y., the booklet sells for 50 cents a copy. (Key No. 723)
- Full data on the **Ford F-5 School Bus Safety Chassis** are given in a brochure released by the Ford Motor Co., Dearborn, Mich. Safety, comfort and thrifty features of the chassis are discussed, tests are pictured and described, the variety of motor sizes available is discussed and complete specifications are included. (Key No. 724)
- "Roof Savers" is the title of a folder issued by Johns-Manville, 22 E. 40th St., New York 16, giving information on how to prolong the life of a roof and how to repair accidental damage. (Key No. 725)
- **Kaylo Laminated Panels**, a "sandwich" product two inches thick with faces of cement-asbestos board and an inorganic core of Kaylo insulation, are illustrated and described in a new 12 page booklet recently published by the Kaylo Division, Owens-Illinois Glass Co., Toledo 1, Ohio. Designed to provide efficient, permanent curtain walls or interior partitions, the new panel material is light weight, strong, insulating and has an incombustible core. The booklet illustrates use of the material and carries four pages of detail drawings. (Key No. 726)
- Catalog No. 450, "Weisway Cabinet Showers," is a most attractively presented 24 page booklet issued by Henry Weis Mig. Co., Inc., Elkhart, Ind. Color and black and white illustrations are used to present Weisway Cabinet Showers as units and as part of the completed room while color chips show the colors in which the showers are available. Blueprint type drawings illustrate layouts, installation details, roughing in measurements and dimensional data. Full descriptive information on the various types of shower cabinets available and on accessories is also included. (Key No. 727)
- Wayne Type "H" portable steel grandstands are presented in a folder issued by Wayne Iron Works, Wayne, Pa. Details of design and construction are fully described and illustrated and complete specifications and a table of dimensions are included. The inexpensive portable steel grandstand is available in several variations. (Key No. 728)
- A new rubber sample kit containing materials for eleven classroom experiments is offered by United States Rubber Co., Rockefeller Center, New York 20. Up-to-date information on natural and synthetic rubber is offered in the "Rubber Sample Kit" designed for use in the upper grades of grammar school, and in junior and senior high school classes. Kits may be obtained at cost by writing the Public Relations Department, United States Rubber Co., 1230 Avenue of the Americas, New York 20, and enclosing 30 cents in coins for each kit wanted. (Key No. 729)

• A new 12 page booklet has been released by Department No. 521, Engineering Products Dept., Radio Corporation of America, Camden 2, N. J., giving detailed descriptive information on the new **RCA Electron Microscope, Type EMT**. The booklet is illustrated with photographs of the microscope itself and of micrographs. It contains full particulars on features, operation and performance specifications of the instrument. Diagrams and photographs explain the principles of electron optics and electron microscopy. (Key No. 730)

• A new illustrated catalog issued by Radiant Mfg. Corp., 2627 W. Roosevelt Rd., Chicago 8, gives complete information on the 1951 line of projection screens manufactured by the company. All items are illustrated and the catalog features a portable stand called the Radiant "Sky-Lift" for converting any regular wall screen to a tripod or platform model. A convenient sized projection chart is included as well as a section on "How to Choose Your Projection Screen." (Key No. 731)

• The 1951 edition of the **Lowerator Dispenser Catalog** is now available from the American Machine & Foundry Co., 485 Fifth Ave., New York 17. New models and sizes of the Lowerator storage and automatic dispensing unit for dishes are illustrated and described and installation pictures are included showing the new Lowerator chassis units installed in refrigerated cabinets. Complete lists of racks and china sizes and opening and chassis dimensions are shown in tables with the models described pictured on facing pages. (Key No. 732)

• A series of recordings has been made, entitled "This is the UN." It is in the style of a dynamic documentary program, presenting through the voices of United Nations officials, members of the Secretariat and other world figures, the story of the origin, aims and achievements of the United Nations. The records provide authentic historical material on the United Nations from 1945 to 1950. The recordings were designed for schools, colleges, libraries and community organizations, are made on Vinylite in either 78 or 33 1/3 r.p.m. and have an accompanying manual. They are distributed by Tribune Productions, 40 E. 49th St., New York 17. (Key No. 733)

• The 1951 edition of the "NEA Summer Tours" booklet is now available. The booklet describes tours to 12 areas and countries which the Division of Travel Service of the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C., will operate during June, July and August for members of the NEA. (Key No. 734)

• The School Service Department of Westinghouse Electric Corp., 306 Fourth Ave., Pittsburgh 30, has published a 24 page **Teaching Aids Catalog** describing 80 free and inexpensive charts, posters, booklets and other audio-visual materials now available to junior and senior high school teachers. These teaching aids cover numerous subjects including atomic energy, jet propulsion, electricity, radio, television, nutrition, home freezing, lighting, electric motors and social studies. (Key No. 735)

Film Releases

"Marriage Is a Partnership," 1 1/2 reels, sound, color or black and white. "It's Fun to Read Books," 1 reel, sound, color or black and white. "Literature Appreciation: English Lyrics," 1 reel, sound, color or black and white. "Beginning Responsibility: Taking Care of Things," 1 reel, sound, color or black and white. "Make Your Own Decisions," 1 reel, sound, color or black and white. "Our Country's Flag," 1 reel, sound, color or black and white. Coronet Films, Dept. NS, Coronet Bldg., Chicago 1. (Key No. 736)

"Growing Girls," produced by the Film Producers Guild of England in collaboration with the Educational Foundation for Visual Aids, 1 1/4 reel, black and white. "Fur Trader of the North," 1 reel, color. "Seashore Life," 1 reel, color. "Rhythm—Instruments and Movements," 1 reel, sound, black and white. "Color Keying in Art and Living," 1 reel, color, sound. Six filmettes, 90 second films, teaching basic principles of first aid: "Extensive Burns," "Control of Bleeding," "Care of Wounds," "Splinting a Fracture," "Artificial Respiration" and "Treatment for Shock." "Curtain Time," for amateur producers, 2 1/2 reels, sound, black and white. Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill. (Key No. 737)

"At Home and School with Tom and Nancy," slidenilm series in color, based on one day's activities of twins in a primary grade. "Tom and Nancy Start the Day," "The Safe Way to School," "A Busy Morning in School," "Lunch and Play at School," "The Birthday Party" and "Fun at Home." The Jam Handy Organization, Dept. NS, 2821 E. Grand, Detroit 11, Mich. (Key No. 738)

"Little Red Riding Hood," 1 reel, color, 3 dimensional photography. "Men of Our Age," illustrating the work of sculptor Jo Davidson, 1 reel, black and white. "Run, Sheep, Run," story of Champion sheep dog, 2 reels, color. Official Films, Dept. NS, Grand & Linden Aves., Ridgefield, N. J. (Key No. 739)

Historic costume series filmstrips: "History of Fashion in Dress—Hats, Wigs

and Hairdresses," 29 frames; "History of Fashion in Dress—Earrings, Necklaces, Collars and Cuffs," 32 frames; "History of Fashion in Dress—Hose and Shoes," 31 frames, and "History of Fashion in Dress—Rings, Gloves and Fans," 39 frames. A complete visual course in first aid, 19 individual filmstrips, 16 in black and white and 3 in color. Projected Bible-Old Testament Series, 12 new filmstrips in color, with teacher's guide. Society for Visual Education, Inc., Dept. NS, 1345 W. Diversey Pkwy., Chicago 14. (Key No. 740)

Suppliers' News

Bailey Films, Inc., distributor of educational and other films, announces removal to new and larger quarters at 6509 De Longpre Ave., Hollywood 28, Calif.

Bargen-Built Industries, Inc., manufacturer of school seating, announces change of address from 625 Bryant Ave. No., Minneapolis 11, to 44 S. 12th St., Minneapolis 3, Minn.

Barreled Sunlight Paint Co. is the new name taken by U.S. Gutta Percha Paint Co., Providence 1, R.I. The change has been made to bring the corporate name into agreement with the Barreled Sunlight trade mark of the company's quality paints and enamels.

Colgate-Palmolive-Peet Co., 105 Hudson St., Jersey City 2, N.J., announces the appointment of J. M. Nykiel, formerly Manager of the Chicago Division, as Sales Manager of the Industrial Department of the company.

S. Gumpert Co., Inc., manufacturer and supplier of food specialties to institutions, announces the removal of its main offices and factory to 812 Jersey Ave., Jersey City 2, N.J., from Ozone Park, N.Y. The new and enlarged headquarters is equipped with all the most modern scientific food processing facilities for production, research and product development. It will provide twice the production capacity of the former plant and will provide more rapid delivery to customers all over the United States since the new plant is located at transcontinental rail, truck and water terminals.

Libbey Glass, Division of Owens-Illinois Glass Co., Toledo 1, Ohio, announces the establishing of branch sales offices in Denver, Colo. in charge of G. A. Currie and in New Orleans, La. in charge of R. C. Malone.

The Virco Mfg. Corp., manufacturer of school seating, announces change of address from 15212 S. Vermont, Los Angeles 44, Calif. to Gardena, Calif.

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| 776 | Dodge Division School Bus Chassis | 808 | Kroehler Mfg. Company Auditorium Seating |
| 777 | Dolge Company, C. B. Gym Floor Finish | 809 | Leader Electric Company School Lighting |
| 778 | Dudley Lock Corporation Locks | 810 | Libbey-Owens-Ford Glass Company Transparent Mirror |
| 779 | Edwards Company, Inc. Automatic Program Control | 811 | Lexit Systems, Inc. Chalkboard Setting System |
| 780 | Engineering Mfg. Company Drafting Materials—School Furniture | 812 | Ludman Corporation Awning Windows |
| 781 | Fenestra Building Products Metal Door Unit | 813 | McArthur & Sons, George Gym Towels |
| 782 | Finnell System, Inc. Floor Maintenance | 814 | MacMillan Company Book |
| 783 | Formica Insulation Company Resurfacing School Desks | 815 | Malco Company, Inc. Audiometers |
| 784 | Gaylord Brothers Library Supplies | 816 | Maple Flooring Manufacturers Assoc. Maple Flooring |
| 785 | General Electric Company Vacuum Cleaners | 817 | Master Lock Company Locks |
| 786 | General Mills, Inc. Nutrition Message | 818 | Medart Products, Inc., Fred Gymnasium Equipment |
| 787 | Gibson Mfg. Company School Lighting | 819 | Midwest Folding Products Folding Tables |
| 788 | GoldE Mfg. Company Film Equipment | 820 | Miller Company School Lighting |
| 789 | Goodrich Company, B. F. Asbestos Tile | 821 | Minneapolis-Honeywell Regulator Co. Temperature Control |
| 790 | Green River Chair Company, Inc. School Furniture | 822 | Mitchell Mfg. Company Folding Tables |
| 791 | Griggs Equipment Company School Seating | 823 | Mitchell Mfg. Company Folding Stands |
| 792 | Gulbransen Company Piano | 824 | Montgomery Mfg. Company Program Timers |
| 793 | Hamilton Mfg. Company Laboratory Equipment | 825 | Moore Company, E. R. Gym Suits, Caps & Gowns |
| 794 | Heywood-Wakefield Company Institutional Furniture | 826 | National Electrical Manufacturers Association Electric Ranges |
| 795 | Hild Floor Machine Company Floor Maintenance | 827 | National Lock Company Locks |
| 796 | Hillyard Sales Companies Floor Maintenance | 828 | National School Studios, Inc. School Photographic Service |
| 797 | Horn Brothers Company Folding Gym Seats & Stages | 829 | National Store Fixture Company Tables & Chairs |
| 798 | Hotpoint, Inc. Kitchens Equipment | 830 | Nelson Company, Inc., A. H. Classroom Wardrobes |
| 799 | Howe Folding Furniture, Inc. Folding Table | 831 | Nelson Division, Herman Ventilation Equipment |
| 800 | Hunter Douglas Corporation Venetian Blinds | | |

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| 832 | Neabitt, John J., Inc. Unit Ventilator |
| 833 | New Castle Products, Inc. Folding Doors |
| 834 | Norcor Mfg. Company Tubular Decks & Chairs |
| 835 | Northern Seating Company School Seating |
| 836 | Onaida Products Corporation School Bus Chassis |
| 837 | Owens-Illinois Glass Company Insulating Roof Tile |
| 838 | Page Fence Association Wire Fence |
| 839 | Peabody Seating Company School Seating |
| 840 | Pittsburgh-Des Moines Steel Co. Steel Grandstands |
| 841 | Potter Mfg. Corporation Fire Escape |
| 842 | Powers Regulator Company Temperature Regulator |
| 843 | Radiant Mfg. Corporation Film Screens |
| 844 | Radio Corporation of America Records |
| 845 | Radio Corporation of America Movie Projector |
| 846 | Rauland-Borg Corporation Radio-Sound System |
| 847 | Rak-O-Kut Company Phonograph |
| 848 | Remington Rand, Inc. Typewriter |
| 849 | Rixson Company, Oscar C. Door Closers |
| 850 | Rockwell Mfg. Company Power Tools |
| 851 | Royal Metal Mfg. Company Institutional Furniture |
| 852 | Salvador Company Dishwashing Machine |
| 853 | Schieber Mfg. Company Folding Tables & Benches |
| 854 | Sexton & Company, John Institutional Food |
| 855 | Sheldon & Company, E. H. Laboratory Equipment |
| 856 | Simpson Logging Company Acoustical Materials |
| 857 | Skilacw, Inc. Sander |
| 858 | Sloan Valve Company Flush Valves |
| 859 | Smithcraft Lighting Division School Lighting |
| 860 | Society for Visual Education, Inc. Visual Education Catalog |
| 861 | Speakman Company Flush Valves |
| 862 | Spencer Turbine Company Vacuum Cleaner |
| 863 | Thonet Industries, Inc. Institutional Furniture |
| 864 | Tile-TeX Division Asphalt Tile |
| 865 | Timber Structures, Inc. Laminated Arches |
| 866 | Universal Bleacher Company Bleachers |
| 867 | Vestal, Inc. Floor Maintenance |
| 868 | Vico Mfg. Company School Furniture |
| 869 | Vulcan-Hart Mfg. Co. Kitchen Equipment |
| 870 | Weber Costello Company Chalkboard |
| 871 | Webster Electric Company Tape Recorder |
| 872 | Westinghouse Electric Corporation School Lighting |
| 873 | Weston Electrical Instrument Corp. Electrical Instruments |
| 874 | Wyandotte Chemicals Corporation Floor Wax |
| 875 | Yale & Towne Mfg. Company Locks |
| 876 | Zurn Mfg. Company, J. A. Plumbing Equipment |

May, 1951

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

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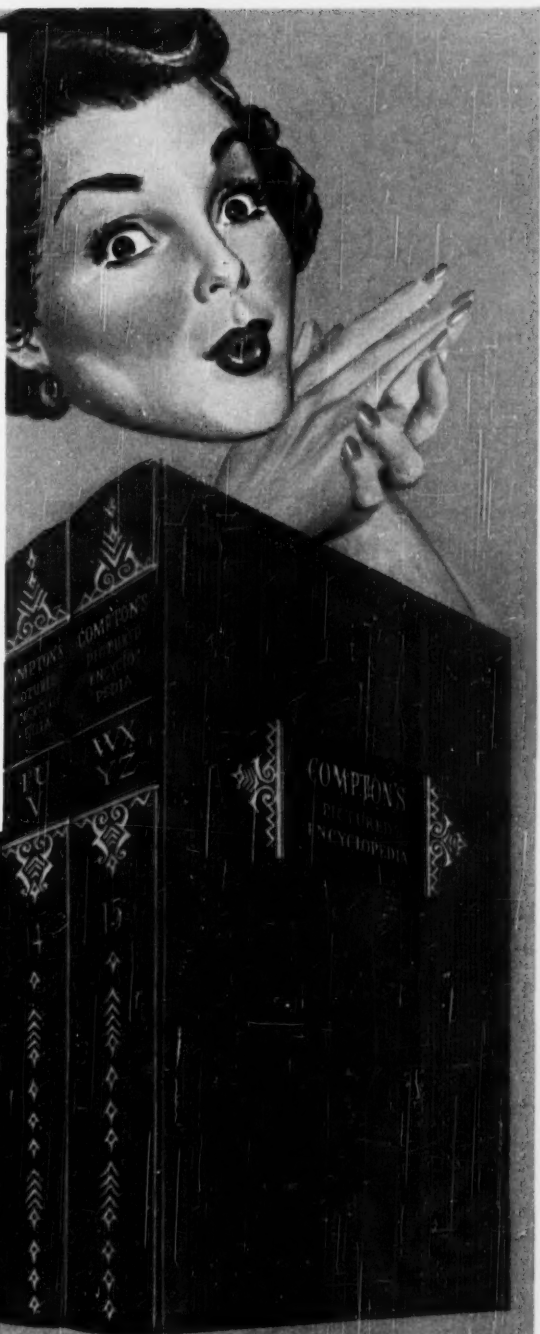
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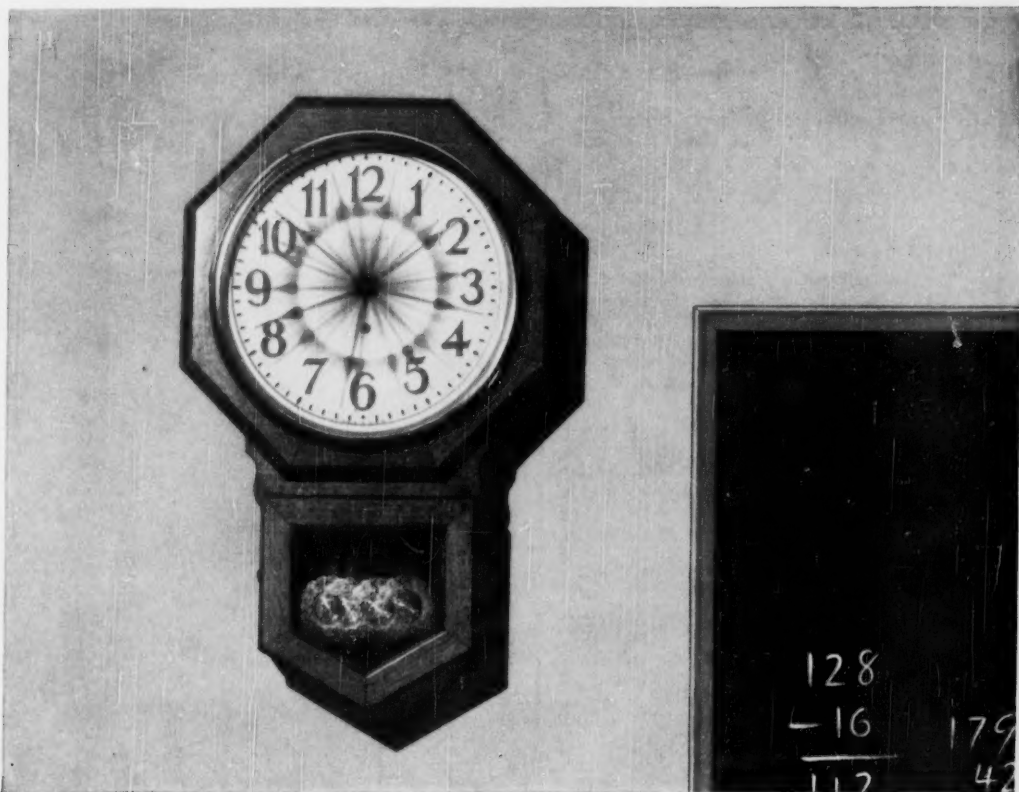
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